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UTILIZATION OF STAFF AND VOLUNTEERS  
IN AN ELEMENTARY SCHOOL

by



DEREK SCOTT BAKER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled UTILIZATION OF STAFF AND VOLUNTEERS IN AN ELEMENTARY SCHOOL submitted by DEREK SCOTT BAKER in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

This study sought to describe perceptions of the staffing practices followed in one elementary school in 1975-76. In particular the study examined the following aspects:

(1) the extent to which teachers were involved in certain selected tasks and the extent to which the utilization of supporting personnel had altered that involvement;

(2) the actual and preferred extents of involvement of paid paraprofessionals, adult volunteers and external student volunteers in selected tasks; and

(3) the opinions of teachers and supporting personnel regarding the staffing practices followed in the school.

Survey research techniques, interview, observation and questionnaire were used to obtain data from the principal, twenty-two teachers, three paid paraprofessionals, ten adult volunteers and thirteen external student volunteers.

Results of the study indicated that of the seven task areas examined, teachers were involved to the greatest extent in Instructional, Clerical and Technical-Housekeeping functions, and least in In-Service and Planning-Administrative functions.

Teachers felt that the employment of paid paraprofessionals, adult volunteers and external student volunteers had resulted in some considerable changes in the tasks performed by teachers in the Clerical, Instructional and Technical-Housekeeping areas.





Staff differentiation occurred in Grades 4, 5 and 6 where particular teachers took responsibility for the teaching of Music, French, Science and Physical Education.

Teachers generally felt the areas in which supporting personnel should not be involved to be teaching, planning and evaluating.

The preference of the staff was that paid paraprofessionals perform some activities related to Instructional, Emotional, Clerical and Communication tasks to a greater extent than adult volunteers or external student volunteers. The teachers preferred that adult volunteers be most involved in Supervisory and Planning functions and external student volunteers most in Technical-Housekeeping functions.

Teachers indicated that they preferred a greater involvement of supporting personnel than was the case at that time.

Teachers expressed satisfaction with the utilization of paid paraprofessionals and adult volunteers and preferred an increase in numbers of paraprofessionals. They were less enthusiastic about the external student volunteer program.

All categories of supporting personnel were pleased with the program and considered their involvement to be worthwhile. However, the paid paraprofessionals expressed concern over their numbers, and the external student volunteers wished for greater involvement in the classroom.





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## CHAPTER 1

### STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

Among the many innovations in school staffing practices over the past decade, one of the most notable has been the increased use and expansion of the duties of paid paraprofessionals and volunteers, both adult and student. The following factors appear to have had a considerable influence on the heightened involvement of non-certificated personnel in schools:

1. increased emphasis on individualized instruction;
2. new knowledge concerning learning and motivation;
3. the expansion of duties considered to be encompassed by the role of the teacher;
4. demands by teacher organizations for reductions in the pupil-teacher ratio and of routine "non-professional" tasks;
5. the shortage of teachers and the concern of school districts to attract and retain experienced "master teachers";
6. the desire to increase parent and community involvement in schools; and
7. concern over the relevance of education to the needs of present students.

Brighton (1972:4) noted that modern school programs and the emphasis on the education of the whole child create tasks and student needs which professional teachers cannot satisfactorily meet under present time constraints. Carter and Dapper (1974:1)



pointed out that further demands on teacher time have resulted from new understandings about student learning and motivation.

Many writers have commented on the increased demands on teachers. As examples, Brighton (1972:21) cites the expanded curriculum, differentiated roles, team teaching, and group and seminar work, all of which have made teaching a more demanding and complex job. Furthermore, because teachers cannot know everything or do all that they should in a single school day, assistance is needed. Shank and McElroy (1970:1) state that:

As teaching has become more specialized, the preparation period lengthened, and technical support services developed, it is logical that a cadre of assistants and specialists be employed to help the teacher.

The U.S. National School Public Relations Association, (NSPRA, 1972:3) suggest that as well as ensuring that children receive more adult attention, aides could also free the teacher from his clerical, monitoring and housekeeping tasks and enable him to teach full-time.

Concomitant with the expansion of the teachers' role has been a demand by their professional organizations for a reduction in routine duties and the student-teacher ratio (Brighton (1972:3), as well as more time available for individual student-teacher consultation, preparation, and professional growth.

Moreover, the NSPRA (1972:3) identifies the shortage of teachers of the 1960's, and Brighton (1972:4) the realization of federal, state and local governments that the employment of aides



would help systems attract and retain dedicated and creative master teachers, as a cause of the increased use of teacher aides.

Sergiovanni and Elliot (1975:162-178) advocate increased parental and community involvement in schools as a means of stimulating greater interest and improving pupil performance. The NSPRA (1972:3) cite the desire for stronger links with the community as a stimulus for the enlarged teacher-aide program as well as the compensatory education program of the mid 1960's, when as Mori (1971:1) points out, many aides were recruited from culturally-disadvantaged groups. Carter and Dapper (1974:1) identify the compensatory education program as the first serious attempt in the U.S.A. to involve poorer parents in school activities, made possible by Federal grants. Prior to this, as the NSPRA (1972:3) point out:

. . . almost every suburban community had its cadre of well-educated mothers anxious to put their free time and college background to constructive use. They tended to gravitate toward schools because there they could work on a flexible part-time basis and still look after their families' needs.

Such people performed clerical tasks or worked in the library or lunch room. This type of participation was encouraged in ways acceptable to the school. However, Sergiovanni and Elliot (1975:163-173) propose partnership, not mere participation. They encourage the utilization of parents who have something of value to contribute to the school as partners, with the relationship being based on mutual need, help and support.

In addition to the above influences, programs using paid and volunteer aides are considered by Carter and Dapper (1974:1) to have





resulted from a societal recognition of need and concern over the education of the young. This particularly applies to the disadvantaged who the NSPRA (1972:3) consider would get more individual attention as a result of such schemes, especially when the aides are of a similar background and can be seen as friends, equals, and models of success.

Moreover, an increasing number of community colleges are now offering training programs for teacher aides. Such graduates and the volunteers are what the NSPRA (1972:4-5) calls a force to "unfreeze the schools": it claims that they have already had an impact on such areas as the curricula in teacher colleges.

Brighton (1972:3) identifies the World War II years as the first era of major teacher aide use, with the first substantial scheme being that of Bay City, Michigan in 1952. Mori (1971:1) points out that although aide schemes were referred to in North America in the 1950's, they were not fully recognized until the period 1968-1971 when they became to some extent institutionalized. Carter and Dapper (1974:1) estimated that by 1974, 2.5 million teacher aides were working in U.S. schools, while Enns et al. (1974:72) state that in 1973-1974 there were 5,938 paid aides and 24,354 volunteer aides working in Canadian schools.

#### THE PROBLEM

The purpose of this study was to investigate the staffing practices at one elementary school, including the use of paid para-



professionals, adult volunteers and external student volunteers. The particular aims of the research were as follows:

1. to determine the extent to which teachers presently perform certain tasks and to determine whether the extent to which employment of paid paraprofessionals, adult volunteers and external student volunteers has effected the involvement of teachers in these tasks;
2. to describe the extent of staff differentiation;
3. to describe the teachers' perceptions of the actual and preferred extent to which paid paraprofessionals, adult and external student volunteers perform certain tasks;
4. to describe the opinions of teachers, paid paraprofessionals, adult volunteers and external student volunteers regarding present staffing patterns in the school;
5. to assess the applicability of these staffing practices for other schools.

#### Justification of the Study

The in-depth examination of staff utilization in one elementary school could allow identification of practices which other schools consider worthy of adoption, and highlight problems they could avoid or minimize.

The study by an external researcher of practices which are not common in most elementary schools, e.g. extensive use of paid paraprofessionals, adult volunteers and external student volunteers, would help the school being studied to evaluate its own program.



The study of staff utilization in one school could lead to identification of information concerning practices not immediately apparent to those working within that school.

## DEFINITIONS OF TERMS

In the literature, the terms for non-certificated personnel utilized within a school are used interchangeably, with the most common being "paraprofessional," "teacher aide," "volunteers" and "auxiliary personnel." As the NSPRA (1971:1) points out, these terms can describe everyone from cafeteria aides to reading tutors and instructional aides. Enns et al., (1974:13) state that the above terms apply to ". . . all persons who assist the principal and staff of teachers in the school to carry out the program."

### Paid Paraprofessionals

For the purpose of this study, "paid paraprofessionals" refers to those persons whom Brighton (1972:57) describes as follows:

Any person within a school system who is legally and specifically employed to assist certificated teachers in the discharging of their teaching and ancillary duties and is paid for their services.

### Adult Volunteer

The term "adult volunteer" applies to both community members and parents of children in the school who, in Brighton's (1972:57) view:





. . . voluntarily devote time to the performance of various duties, either within or without the classroom, as agreed upon by legally responsible, educational supervisory personnel.

#### Student Volunteer

This term describes those junior high school students who voluntarily spend one afternoon per week at the school assisting teachers and students.

#### Teachers

For the purpose of this study the term will refer to all those personnel in the school who hold a teacher's certificate and are employed by the school district.

#### Staff

This term includes both teachers and paid paraprofessionals, but excludes adult and external student volunteers

### ORGANIZATION OF THE THESIS

This chapter has included a brief outline of the research area, a statement of the problem, justification of the research activity, and definitions of the terms used in the study.

A review of the literature related to (1) the research methods used, namely, survey research, interview, questionnaire, and observation, and (2) the use of paraprofessionals and volunteers in schools is provided in Chapter 2.

Chapter 3 describes the research methodology and data-collection procedures used in the study.



The development of present staffing practices in the school and the influences on their continuation are described in Chapter 4.

Chapter 5 contains the teachers' views regarding their role and the practices used in the school.

An analysis of staff responses regarding the actual and preferred extent of paraprofessional and volunteer involvement in certain tasks as well as the views of paraprofessionals and volunteers on the duties they perform are provided in Chapter 6.

Chapter 7 contains the summary, conclusions and implications of the study.

Letters from the school to parents and the instruments used in the study are included in Appendix A and B.



## CHAPTER 2

### REVIEW OF THE LITERATURE

This chapter contains a review of the literature relevant to the research methods employed in this study and surveys the writing concerning the use of paid paraprofessionals, adult volunteers and student volunteers in schools.

### SURVEY RESEARCH

Good (1972:208) describes the purposes of descriptive survey techniques as "to secure evidence concerning an existing situation or current condition, to identify standards or norms with which to compare present conditions in order to plan the next step, to determine how to make the next step." A similar description is given by Adams (1958:5) who states that the purpose of a survey is to reduce one's uncertainty regarding the existing state of affairs, to facilitate the making of a decision at a later date, and to prepare for the occurrence of a future event. Extensive use of survey techniques has been made in such disciplines as anthropology, psychology, and economics, a fact which led Anderson (1968:xi) to comment that:

Educational research has for the most part ignored the methodological advances that have taken place in the social sciences over the last two decades. In particular, survey research techniques are little understood and much maligned by those undertaking research in education despite their application to a wide range of problems in the social sciences.





## Classifications and Development

Surveys have been classified by Good (1972:221) in terms of their purposes or objectives, so that they may be investigative, evaluative or status, deliberative, developmental, planning, or implementive. Kerlinger (1973:411) states that "survey research focuses on people, the vital facts of people, and their beliefs, opinions, attitudes, motivations and behavior." Selltiz et al. (1965:65) have pointed out that descriptive studies may focus on the characteristics of committees, or on the proportion of the population holding particular views and how they would vote for a particular candidate in an election. This highlights two types of survey, the census (usually referred to as status) and the sample survey both of which possess certain attributes. Good (1972:204) highlights the fact that although census surveys include all the information to be released and contain no sampling errors, they are more expensive and require a greater time to complete. On the other hand, sample surveys can be completed quickly and more cheaply, but are less likely to be accurate. Kerlinger (1973:410) gives a more detailed definition of the sample survey:

Survey research studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distributions, and interrelations of sociological and psychological variables.

Survey research is referred to as being a branch of the social sciences, distinguishing it from status surveys, whereby a researcher interested in a whole population draws inferences from the study of a sample. Moreover, as has been pointed out by



Selltiz et al. (1959:66) survey research presupposes a much greater knowledge of the problem to be studied.

Examples of early work in the field were the social surveys carried out by Le Play and Booth in the 19th Century. School surveys date from the first decade of this century when school systems began to invite experts in for a short time to make recommendations in the areas of buildings, teachers, educational standards, curriculum, finance, organization, and community relations. Good (1972:220) states that such work led to the development of surveys concerned merely with certain aspects of the school. The community survey (Good, 1972:217) is used to provide data for planning future developments and is similar to the school survey despite the recommendations being more broad.

### The Case Study

Both the above types of survey often employ the technique of the case study. This method of research is employed when those involved have little experience to use as a guide: they therefore make an extensive study of a few samples, what have been referred to by Selltiz et al. (1959:59) as "insight stimulating examples." This technique was used by Freud as well as by anthropologists when they wished to deal with all pertinent aspects of one thing or situation, but Good (1972:328) states that the first systematic use of this technique was made by Le Play in the 19th Century. Use of the case study was once confined to the problems of the maladjusted but has now been greatly expanded. The following is a summary based on



Selltiz et al. (1959:59-61) who give the following explanations of the case study's value as an insightful technique:

1. the attitude of the observer--alert receptivity, he is seeking not testing, the enquiry is constantly reformulated and redirected as new information comes to light.

2. the intensity of the study--to attempt to gain enough information to characterize and explain unique features of the case and those it has in common with other cases.

3. the reliance on the integrative powers of the investigator--although this has been an area of criticism as it could be claimed that the researcher's predisposition could have a negative effect.

4. the reactions of strangers may bring to light characteristics overlooked by those constantly involved with the organization under study. People from different positions see things differently.

5. the character of people who do or do not fit into the situation well gives insight into the organization.

Case studies are particularly valuable in so far as they can provide complete and valid data enabling a critical evaluation of the evidence leading to a diagnosis of the problem or area under study. However, it must be borne in mind that surveys cannot be used to confirm normative statements (Good, 1972:210), as they are merely exploratory studies (Selltiz, et al., 1959:64) which lead to insights or hypotheses, but do not test or demonstrate them.

Kerlinger (1973:411) has indicated that surveys can be classified by the methods of obtaining the data, be it personal



interview, mailed questionnaire, panel interview, telephone interview, or controlled observation.

## QUESTIONNAIRE

Van Dalen (1973:324) assesses the advantage of the questionnaire as follows:

. . . isolating specific questions for consideration tends to objectify, intensify, and standardize the observations that respondents make.

### Classifications

Pioneered by G. Stanley Hall and his students, the questionnaire can assume many varied forms, the most widely used being the mailed questionnaire and the interview schedule. The main advantages of the mailed questionnaire are that it can reach people in widely scattered areas quickly and at a relatively low cost. However, it has the disadvantages of low returns and partial or nil responses which alter the findings drastically. The interview schedule, which is filled in by the interviewer, has the advantage that there will be fewer partial returns and refusal. Also the interviewer can explain and clarify questions and motivate the respondent, but this raises the possibility of bias introduced by the interviewer.

The questionnaire and interview (discussed later) are seen by Good (1972:226) as introducing a foreign element into the social setting which they seek to describe. Van Dalen (1973:324) states that when face-to-face with an interviewer, respondents will often





tailor their replies "to conform with their biases, to protect their self interests, to place themselves in a more favorable light, to please the researcher, or to conform with socially accepted patterns." As Good (1972:232) points out, there is a human tendency to give the answer "yes" when it is felt to be the expected answer.

The form of questionnaire has therefore to be carefully considered. Two basic types are highlighted by Van Dalen (1973: 326-327), the closed (or structured) and the open (unstructured). The former is usually a prepared list of concrete questions with a choice of answer: replies are generally made by answering yes or no, or by checking, circling or ranking answers. This type has the advantage of being easy to administer, the respondent's mind is kept on the subject, and easy tabulation and analysis are facilitated. Disadvantages include the fact that they often fail to reveal the respondent's motives, do not give in-depth information or distinguish between shades of meaning, and the fixed questions may not adequately reflect a respondent's opinion. The disadvantages may be alleviated to some extent by the inclusion of a "don't know" category and the randomizing of check lists.

On the other hand, as noted by Good (1972:230), the open form of questionnaire goes beyond mere statistical data into the area of hidden motives which lie behind attitudes, interests, preferences, and decisions. The respondents can answer freely and fully in their own words and in accordance with their frame of reference. Van Dalen (1973:326) outlines disadvantages as being that with no guidelines, data may be omitted or alternatively so



much information may be forthcoming that the job of categorizing, tabulating and summarizing complex answers would be difficult and time-consuming. The provision for comment from the respondent which the open-form questionnaire allows is seen as of value by Selltiz et al. (1959:550) because "few social research questionnaires will fail to benefit from forthright criticism by persons with different values and a different social outlook."

### Construction

The construction of the questionnaire requires great care, and as Van Dalen (1973:327) states, should not be considered to be the end of the process because "a researcher is often amazed when respondents draw many different meanings from questions he thought were perfectly clear." Many authors have stressed the care needed in the construction of questions. The following guide provided by Selltiz et al. (1959:552-574) is representative:

1. Is this question necessary? Just how will it be useful?
2. Are several questions needed on the subject matter of this question?
3. Do respondents have the information necessary to answer this question?
4. Is the question content sufficiently general and free from spurious concreteness and specificity?
5. Is the question content biased or loaded in one direction without accompanying questions to balance the emphasis?
6. Will the respondent give the information that is asked for?



7. Can the question be misunderstood? Does it contain unclear or difficult phraseology?

8. Is the question misleading because of unstated assumptions or unseen implications? Is the frame of reference clear and uniform for all respondents?

9. Is the wording biased? Is it emotionally loaded or slanted toward a particular kind of answer?

10. Can the question be asked in a more direct or indirect form?

11. Can the question best be asked in a form calling for a check answer, free answer, or check answer with follow-up free answer?

12. Is the form of response easy, definite, uniform and adequate for the purpose?

13. Is the answer to the question likely to be influenced by the content of the preceding question?

14. Does the question come too early or too late from the point of view of arousing interest and receiving sufficient attention, avoiding resistance, etc.?

Furthermore, as Conrad (1967:357) has pointed out, apart from the content of the questions they must be examined for implications regarding privacy, ethics, public sensitivity, etc. It should be checked whether the questionnaire does the following:

1. deals with an area which--either through custom or constitutional or statutory protection--is generally regarded as highly personal or optionally private?

2. calls for self-incriminating or self-demeaning admission or confession?

3. seems to countenance (or give unduly neutral recognition to) behavior or views which are generally considered highly reprehensible, immoral, contrary to public policy, if not actually illegal?

4. requests highly personal or confidential information about someone other than the respondent without the permission of the other person?





5. seems to favor, or is it likely to be interpreted as propaganda for or against one side or another of a highly controversial, emotionally charged issue?

### Pretest

When the researcher is satisfied that the above conditions (when relevant) have been met, he is in a position to pretest the instrument. This is necessary before approaching the target population as the reactions of those unfamiliar with it will be highly valuable. The Survey Research Centre of the University of Michigan (1969:2-4) has emphasized the need for the pretest to see whether the questionnaire gathers the information that meets the objectives of the study, covers all important phases of the study, stimulates cooperation, and is completely understood. Selltiz et al. (1959:550-551) emphasize the above points as well as the importance of the role of the interviewer and others involved in the study. All interviewers must have a clear understanding of the overall aim and the specific intent of each question. In the pretest the researcher can test respondent reaction and record comments to help in further development of the instrument.

The importance of the interviewer is paramount in situations where the interview schedule is used. As the Survey Research Centre of the University of Michigan (1969:3-1) has emphasized:

Even the best questionnaire is only as good as the interviewer's skill in using it. It is crucial that interviewers ask the questions properly, record the respondent's replies verbatim, and probe meaningfully.



## INTERVIEW

Good (1972:239-240) has outlined what he considers are the advantages of the interview over the questionnaire:

1. The interviewee may require the stimulus and the personal relationship of the interview in order to provide personal and confidential information which he would not ordinarily place on paper.
2. The interviewer may follow-up leads and clues given by the interviewee responses.
3. The interviewer may form an opinion of the respondent in terms of the truth and what is left unanswered. (This last point becomes important in the discussion of possible sources of bias in the interview situation below.)

### Classifications

As with questionnaires, interviews may be classified. Fox (1969:544) suggests a continuum from totally unstructured to totally structured. In another way they can be seen as either data gathering or personal evaluation. A more detailed classification is provided by Good (1972:240-242) who states that interviews may be divided in these ways:

1. according to function (research, diagnostic);
2. by the number of persons participating;
3. by the roles assumed by interviewer and respondent;
4. by length of contact; and
5. as nondirective, focused, depth, or repeated.

Good (1972:243-245) states that although the group interview is advantageous in so far as a wider range of response is available, and some people by the process of group interaction may recall more



information, they tend to drift easily from the subject under discussion, are often dominated by a few personalities, and have an inhibiting effect on some people. The remainder of the discussion focuses on the personal interview.

### The Interviewer/Respondent Relationship

The relationship between the interviewer and the respondent has caused much concern. Sidney and Brown (1961:216) state that "no human being outside a mental institution can meet another without making some kind of response to the other's personality." McGuigan (1963:421-427) has stated that it is traditionally recognized that the experimenter influences the behavior of the respondent and "while it is not possible to adequately specify the experimenter's characteristics in the report of the experiment, it should be recognized that this inability does not remove the problem."

In a study of interviewer conclusions when researching Negro and White intelligence, Sherwood (1968:53-55) found that the age and socio-economic background of the interviewers significantly affected their conclusions, e.g., the researchers who concluded that the Negro was innately inferior intellectually tended to come from higher socio-economic backgrounds.

Sidney and Brown (1961:218) found that the sex of the interviewer influences the replies of respondents of the opposite sex who tend to give answers corresponding to those conventionally held by the interviewer's sex. In another study, Brooks (1973) rated equal numbers of men and women on self-disclosures in interviews



with either male or female interviewers. She found that males tend to disclose more to females and females more to males, and that males tend to reveal more to high-status interviewers and females to low-status interviewers.

The question of bias introduced by the interviewer cannot be satisfactorily separated from other facets of the interview situation and is therefore dealt with in connection with the establishment of rapport, the use of probes, and the recording of data. The establishment of a good relationship (rapport) between the interviewer and respondent is of vital importance. As pointed out by the Survey Research Centre of the University of Michigan (1969:3-1), "it has been found that respondents usually react to their relationships with the interviewer rather than to the content of the questions they are asked." Fox (1969:544) comments:

Perhaps the single most critical element in achieving success with the interview technique is the interviewer's ability to establish sufficient rapport with the respondent to elicit honest and complete responses, without himself influencing the nature of those responses through his sociopersonal characteristics or manner of questioning.

As Selltiz et al. (1959:574) emphasize, the intention of establishing rapport is to seek the following:

A permissive situation in which the respondent is encouraged to voice his frank opinions without fearing that his attitudes will be revealed to others and without the expression of any surprise or value judgment by the interviewer.

However, as Adams (1958:48) points out there are problems in the establishment of rapport:





. . . many interviewers specifically base rapport building on things they and the respondent have in common, or are thought to have in common. This is a gross error, for although it is true that respondents are likely to be quite frank and honest with an apparent peer on most questions, there may be some questions on which they have deviant opinions which they will hesitate to reveal to an interviewer precisely because he is perceived as a peer.

Several writers have outlined ways of establishing rapport: for example, Good (1972:249), Selltitz et al. (1959:575), Fox (1969:544), and Survey Research Centre, University of Michigan (1969:3-1-3-4). The following is a summary from Adams (1958:11-20), who is taken as being representative. He feels that the interviewer should:

1. introduce himself and the purpose of the study (being careful not to influence replies to later questions.) Tell the respondents how they were selected and assure them that all answers are strictly confidential. These first few minutes are of vital importance as the respondent's perception of interview and interviewer are set for the whole of the interview at this time;

2. make the respondent feel the interview situation is permissive, ensuring, however, that a friendly atmosphere does not imply acceptance of the respondent's views;

3. make the respondent feel the survey is important;

4. make the respondent feel that his answers are important;

5. be neutral in terms of appearance (as this is the main source of the respondent's first impressions);

6. ensure that the interview takes place in a quiet and comfortable setting;



7. interview the respondent alone; and

8. ensure that the respondent knows that as far as he is concerned there are no right/wrong, good/worse, acceptable/unacceptable responses.

All the above points are concerned in some way with the question of bias. For example, Selltiz et al. (1959:584) stress that if the respondent is interviewed in the presence of others he may alter his answer to conform with the views he considers other people present to possess. The neutrality of the interviewer is of vital importance as he is the major source of the respondent's first impression of the study. As Adams (1958:47) points out, appearance, apparent education, social class, income, and ethnic origin can all imply opinions and attitudes. For example, a working class respondent may give different replies to someone he perceives as being middle class than to someone like himself. Adams (1958:17) states that clothing should be neither plain nor high fashion but average. Bias may be introduced by reactions to such factors as beards or long hair on men or make-up on women. As mentioned by Sidney and Brown (1961:218) many people also consider that appearance suggests certain personality traits, e.g., a high forehead means intelligence, or narrow eyes mean untrustworthiness. Speech also is suggested by Adams (1958:18) as a possible source of bias: for example, an unusual accent or intonation, or the use of long and complicated technical expressions can affect responses.



The major problem with bias introduced by the interviewer, directly or by the perception of the respondent, is that it is unavoidable. Sidney and Brown (1961:217) comment that:

The very fact of being interviewed, of speaking to another person, introduces some bias into the interviewee's replies--what might be called the basic social bias, borne of the need to preserve intact the picture of himself he always tries to present to others.

Also, many sources of bias may exist which are unknown because as Adams (1958:42) points out, they are so subtle as to have avoided observation.

Bias can therefore be due to attitudes, personality, motives, age, sex, religion, and social status, but as Good (1972:249) stresses, "although these psychological and sociological factors are potentially biasing it is only through behavior that bias can become operative."

Therefore, by careful consideration of the above factors the chances of bias can be lessened, even though they cannot be eliminated completely. Several authors therefore have suggested formats for the use of the interview schedule which if adhered to may produce some kind of standardization. The following is derived from four sources, Selltiz et al. (1959), Survey Research Centre, University of Michigan (1969), Adams (1958) and Fox (1969).

1. Questions must be asked exactly as they appear on the questionnaire--no impromptu rewording or standardization of responses will be affected.





2. Questions must be asked in the order presented--a question asked out of turn may affect following answers as it sets up the frame of reference.

3. Every question must be asked.

4. When a question is misunderstood it must be repeated, not paraphrased.

5. Questions on which respondents refuse to answer or hesitate must be carefully handled so as not to affect rapport.

6. The questions must be asked informally and with ease--the interviewer must be familiar with the questions so as to read them without pause or hesitation.

7. Care must be taken to maintain rapport throughout the interview.

### Probes

Knowledge of the information each question is designed to elicit is vital to the interviewer, as respondents often fail to give a satisfactory answer. Selltitz et al. (1959:578) claim in this connection that "alertness to incomplete or nonspecific answers is perhaps the critical test of a good interviewer."

Probes are used to elicit more information, or to clarify answers. Adams (1958:24-27) outlines the following types:

1. completion--asking for more information;
2. clarity--calling for explanation;
3. channel--to trace back the source of an opinion;
4. hypothetical--presenting a situation for reaction by the respondent;



5. reactive--to elicit affective reactions or feelings to situations mentioned by the respondent; and

6. high pressure--to resolve contradictions suggested (only used with caution and when rapport is strong).

In essence then, probes are used either to motivate the respondent to explain or clarify an answer or to focus discussion on the content of the interview, therefore eliminating unnecessary or irrelevant information. As stressed by the University of Michigan Survey Research Centre (1969:3-1), at all times the objectives of the questionnaire have to be uppermost in the interviewer's mind.

A probe could consist of an expression such as "that's interesting" or an expectant pause, repetition of the question or asking for repetition of the response. However, as Selltiz et al. (1959:579) point out the interviewer should at all times take care when using a probe never to suggest an answer to the respondent by using what is known as a "leading probe," as such suggestions involve the expectations and assumptions of the interviewer (Good, 1972:245).

### Recording Responses

Another major source of bias or distortion in responses occurs during the process of recording. Adams (1958:28-30) provides the following guidelines:

1. responses must be recorded at the time they were made;
2. the respondent's own words must be used--this is facilitated by beginning to record as soon as the respondent begins the reply;
3. non-responses must be accounted for in detail;



4. all interviewer probes must be accounted for in detail;

5. significant events during the interview must be recorded--major interruptions, emotional reactions, signs of interest, etc.; and

6. recorded responses must be legible.

Verbatim recording is of paramount importance. Any attempt at abbreviation or summary will lose the sense of the reply, as will the elimination of slang, curses, or the correction of grammatical errors (Selltiz et al., 1959:581). It has also been pointed out by Selltiz et al. (1959:585) that there are certain problems associated with verbatim recording:

Experiments on verbatim recording have shown that interviewers tend to select from long answers those parts that most nearly conform to their own expectations or opinions and to disregard the rest.

Attention should also be given, according to Fox (1969:546), to non-verbal aspects of responses, for example, body position, hand movements, and facial expression.

To sum up, Adams (1958:10) states that:

A key concept in interviewing is communication. The interviewer must be able to communicate without distorting the questions designed by the researcher. He must establish an atmosphere which will maximize the communications of the respondent; that is, he must communicate an atmosphere of permissiveness. Finally, he must be able to communicate information from the respondent to the researcher.



## OBSERVATION

The collection of data by means of observation is slow and often expensive, but as Fox (1969:445) points out, "the raw material of observation is reality itself." Observers are not concerned with what people say or put down on paper, but what they actually do. Good (1972:254) states that growth in this area of research occurred first mainly in psychology and sociology at the beginning of the present century, due mostly to the demands of progressive education, the need to probe aspects of behavior not previously accessible, and the emphasis on the need to study children in the natural situation. Agnew and Pyke (1969:62) also justify this approach because manipulation of events (as occurs in the laboratory) is often impossible for ethical, moral, political, or practical reasons.

The basic forms which observation can take are structured and unstructured. In the former, the observer concentrates on aspects of the observed activity which are relevant to the study. In this way structured observation focuses upon designated aspects of behavior, the presence, absence, or intensity of which the observer notes (Selltitz, et al., 1959:223). The problem with this method is that when aspects of behavior are selected for study, observers may miss other important occurrences.

Unstructured observation was used primarily in anthropology and usually took the form of participant observation, where the observer became part of the group being studied. However, as Agnew





and Pyke (1969:57) point out, the problem in this method is that a person cannot report everything that happens, because of either the inability to record it or to see it.

### Reliability

The major problem concerning observation, be it structured unstructured, participant or non-participant, is the nature of the perceptions of the observer himself. As Good (1972:257) has stated in connection with participant observers, they may tend to expose themselves selectively to data, or with the passage of time shift their measurement procedures, thereby producing "the biased-viewpoint effect." Moreover, what we often think we have seen isn't what really occurred, as human senses are fallible (Agnew and Pyke, 1969: 57). Opinions, beliefs, and attitudes alter our observations. Selltitz et al. (1959:217) make the point that the natural way of viewing a situation is to see the action centred around the principal characters, but the centre of action is not always the obvious one: for example, leadership functions are not always vested in the manifest leaders. New insights can therefore be gained by focusing on characters not apparently central to the group.

In non-participant observation the observer takes up a position where he is not disturbing to the group. However, as Schwartz and Schwartz (1955:344) report, in any situation "the observer is part of the context being observed and he both modifies and is influenced by the context." He himself is a variable, as his age, sex, etc. affect the reliability of the observation. Agnew and



Pyke (1969:61) point out that when people know they are being observed their behavior changes, leading to the so-called "on-stage" effect. Gelbert (1955:179-195) has drawn up a list of factors which affect the reliability of observations:

1. inadequate sampling;
2. lack of precision in defining behavior;
3. complexity of method of recording;
4. rapid and complex interaction;
5. differences in the perspectives of observers;
6. individual differences as to the degree of decisiveness of the activities of the subjects observed;
7. constant errors due to observer bias (overweighting, timing, "halo effect", etc.);
8. requiring high order inferences in classifying behavior;
9. demanding the simultaneous observation of too many variables;
10. inadequate training of observers;
11. the effect of individual observers on the behavior of the subjects; and
12. degree of acquaintance with the subjects.

Agnew and Pyke (1969:58) stress that the observer should attempt to be objective, to observe without judging, and not to make value judgments; to do this is virtually impossible but being aware of the problems can help to reduce distortion.

Many ways have been suggested to increase the reliability of observation, for example, to use two or more observers who can check notes: however, this poses a problem in so far as the observers'



frames of reference may differ. Selltiz et al. (1959:215-217), when pointing out the problems of participant observation such as becoming too friendly, or concerned, and growing accustomed to certain practices, suggest constant use of a check list or explaining observations to someone outside of the situation. The accurate recording of observations is seen by many as a means of eliminating distortion or bias. Agnew and Pyke (1969:59) suggest that if notes are to be taken they should be written as soon as possible after the observation because we tend to forget selectively, that is, by "selection through erasure," we forget those things which do not fit our established biases or prejudices. We can also select by omission certain information and in this too our biases are evident.

### Recording of Observations

The problem of not being able to record all that takes place could be avoided by the use of techniques such as mnemonic devices or the writing down of key words. As Selltiz et al. (1959:229) point out, there is no overall best method: the simplest and most economical which yields the required data is suitable.

Certain methods have been of use, from duplicated sheets containing lists of categories to mechanical devices such as Chapple's "interaction-chronograph" (1949), Thelen's "audio-inspectrometer," and Bales' and Gerbrand's "interaction-recorder." Also used have been shorthand records, still and motion pictures, one-way mirrors, tape recorders, and video-tape. All have their various advantages and disadvantages: for example, in the case of





using the tape recorder, respondents are often discouraged from explaining themselves fully. However as Bucher et al. (1956:430) point out:

The most crucial element in gaining acceptance of the recorder is the interviewer's own attitude toward it. In the vast majority of cases the tape recorder does not become an issue to the respondent unless the interviewer makes it one.

Even if accepted, there are still problems with the use of such a device. As Good (1972:262) states, transcription often introduces inaccuracies, for example, laughter could be seen as either hostile or a tension-releasing device. Other problems highlighted by Bucher, et al. (1956:432) include summarizing and condensing, changes in verb tense, failure to include short qualifying phrases such as "you know," changes in the sequence of words, and correction of grammatical errors.

### Advantages

As stated by Selltiz et al. (1959:204) observation can serve a variety of research purposes:

1. exploratory--to gain insights tested later by other techniques;
2. to gather supporting data to help interpret findings of other studies;
3. it is the primary method of data collection in studies to provide an accurate description of situations or to test causal hypotheses.



Observations can be taken at two levels, the manifest, recording without evaluation or feeling what happened, and the latent, interpreting phenomena beneath the surface of what is being observed. As Fox (1969:496) stresses:

The key point for the researcher contemplating observation as a data-collecting method is to recognize that the attribution of motivation or interest or hostility at the latent level cannot be done reliably unless there is a sound theoretical system in which dynamics like motivation can be translated into behavior, tone and gesture which he can teach to his observers.

At present Fox points out that there are few such theoretical systems available which is why observers working at the latent level are forced to use their own background and experience as the basis for their interpretations.

Dolby (1967:253-256) has outlined the following advantages of unstructured participant observation over structured techniques such as questionnaire and interview:

1. the participant observer is not basically limited by prejudgment, but can reformulate the problem as he proceeds;
2. due to closer contact with the field situation he is better able to avoid misleading or meaningless questions;
3. he can ease himself into the field situation at the appropriate pace and thus avoid rebuff by blundering into delicate situations or subject matter;
4. he can constantly remodify his categories to provide more meaningful analysis of the problems under study;
5. he can select later informants in such a way as to throw additional light on emerging hypotheses;



6. he can generally get at in-depth material more satisfactorily;

7. he may absorb considerable information which seems at the time irrelevant but later proves valuable for perspective;

8. he can make use of selected informants' skills and insights by giving them free reign to report the problem situation as they see it;

9. by means of free data-gathering he will probably distort less the difficult-to-quantify situations or aspects of a problem; and

10. it is cheaper.

#### USE OF PARAPROFESSIONALS AND VOLUNTEERS IN SCHOOL

##### Background

As mentioned in Chapter 1, the reasons for the increased use of paraprofessionals and volunteers in schools have been numerous and varied, concerning not only the role of the teacher but also pupil learning and community involvement.

A great deal of the literature is concerned with "non-professional" tasks which Prunkl (1970:5) lists as maintaining pupil records, supervising the various areas where students congregate, typing and duplicating materials, collecting money, ordering materials, operating audio-visual equipment, marking papers, and setting up displays. Numerous authors, including Brighton (1972:14), Enns (1974:13), and Bloom (1975:1) note that the cost of teachers' time, which has been steadily rising, necessitates their concentration



on purely professional tasks if full value is to be obtained from their employment. A paper presented at a Differential Staffing Conference in Manitoba (1975:3) states that:

. . . much of the teacher's day presently is spent doing jobs that can and should be done by others with less professional or more specific skill type training. If teachers are to individualize instruction they must be freed from marking, stencil making, duplicating, filling out forms, etc., etc. . . . They must be given the time to conference with children individually, to counsel the parents, to conference and plan together, to develop curricula and evaluation instruments, and to prescribe a program tailored to the needs of the student.

As Hedges (1973:8) states, the prime reason for the growth of volunteer programs has been the desire for "direct additional help in the classroom."

Moreover, increasing numbers of experienced teachers are leaving the profession. Brighton (1970:17) suggests as a reason the fact that "as a result of the non-academic duties, innovative, dynamic, and competent teachers find themselves trapped in the performance of ever-increasing time-consuming menial tasks."

Some authors including Mori (1971:13) make the point that the use of paraprofessionals and volunteers is not a result of recent interest in differentiated staffing, but in fact predates it by at least ten years. In his rationale for the use of volunteers Cussons (1973:1) states that:

In this era of educational accountability and community involvement in education, volunteer assistance has the potential to provide a basis for understanding and interaction between educators and the communities they serve.





Parental involvement in schools can be traced back also to the tremendous impact in U.S. and Canada of the Plowden Report (1967). Employment conditions, shortage of funds and traditional attitudes are among the reasons for the slower growth in Canada of the use of paraprofessionals and volunteers, compared with the U.S.. Mori (1971:20) cites the British Columbia Teachers' Federation (1970) who state that:

. . . school trustees and senior education officials have been reluctant to recognize or accept the fact that using highly trained teachers to perform clerical, technical or housekeeping duties represented both an educational and an economic waste.

#### Major Schemes and Numbers Involved

Estimates as to the numbers of paraprofessionals and volunteers presently working in schools vary greatly. However, authors agree that a rapid growth occurred in the mid-1960's which has been maintained until the present. Carter and Dapper (1974:2) estimate that whereas there were 1.3 million paraprofessionals and volunteers in U.S. schools in 1965, there are now around 2.5 million. Moreover, the number of school systems adopting volunteer programs is thought to have increased by 72 per cent between 1967 and 1969. Boston is cited (Carter and Dapper, 1974:6) as an example of the growth of volunteer programs: in 1965 there were 28 volunteers in 6 schools, while in 1974, 1900 volunteers were working in 130 schools. Dade County in Florida (NSPRA, 1976:9) employs 1282 paraprofessionals, and Cleveland (Carter and Dapper, 1974:2) 20,000 volunteers; the aim in the latter is to have as many volunteers as teachers.



Mori (1971:21) states that in Canada there has been greater emphasis on the use of volunteers rather than paid paraprofessionals. Hedges (1973:4-5) reports that a survey of the Niagara region in 1969-70 revealed that 48 per cent of the schools had some volunteer activity, while for Ontario as a whole a survey of 40 boards showed a figure of 52 per cent, with an average of nine volunteers per school with each working for half a day. Enns (1974:24) states that 141 schools in Winnipeg were using 2077 volunteers in 1972, while Leman (1970:21) found 1012 volunteers used in Vancouver.

In 1966 the Vancouver School Board introduced 10 paid paraprofessionals (Hunt, 1971:5) and by 1967 they numbered 40 in the schools. Enns (1974:12) states that in 1968 Winnipeg schools were given paid paraprofessionals to help mainly with clerical tasks. In Saskatchewan in 1971 there were 234 paid aides 154 of whom worked on a part-time basis (Sojonky, 1971:2). Growth in numbers of paid paraprofessionals in Alberta schools has been dramatic according to figures quoted by Enns, et al. (1974:45). In 1968 there were 200, in 1970 565, and by 1973 1985; in addition to which a further 3000 are employed on clerical tasks, excluding adult volunteers. Enns et al. (1974:72) further point out that in 1973-74 Ontario had 1649 paid paraprofessionals and 13,808 volunteers, while Newfoundland had 26 paid paraprofessionals and 279 volunteers. McDowell (1974:45) citing Channon (1971) states that in 1971 Canada had one aide for every 100 teachers, while the ratio in Scotland was 1:25 and in the U.S.A. it was 1:10.



Bishop Carroll School in Calgary employs 24 teachers and 29 paid paraprofessionals who work as instructional assistants, clerical and general aides. Enns (1974:21) cites a school in Winnipeg which operates a Grade 1 Language Arts and Reading program with 70 pupils, 2 teachers, and one paid paraprofessional, and 8 volunteers each of whom work four afternoons per week. Because of the extra assistance, drama, music, creative movement and crafts have been added.

### Recruitment, Selection and Training

By far the most common methods of recruiting adult volunteers were P.T.A. meetings or "open" days, and letters or questionnaires taken home by pupils. Cussons (1973:20) adds community use of school facilities, newsletters, and telephone campaigns. Hedges (1972a:11) reports that one elementary school in Ontario received over 100 offers of assistance following such a questionnaire. Leman (1970:4) states that once one or two volunteers are at work in a school a "spreading effect" takes place attracting additional people. In Vancouver, Leman (1970:27) found that 34 per cent of paid paraprofessionals became aware of their position through the school board, 30 per cent by an advertisement, and 26 per cent by a city college course. Carter and Dapper (1974:110) recommend that when recruiting either paid paraprofessionals or volunteers, emphasis should be placed on why they are needed and the types of tasks they will be required to perform.

Leman (1970:3-4) reports that opinions among principals were divided as to whether adult volunteers would be recruited from





the area in which they live, and therefore work with their own children. Perceived advantages of the latter were increased interest, involvement and reliability. Brighton (1972:153-154) lists seventeen things to look for when recruiting paid paraprofessionals and volunteers. Shank and McElroy (1970:11) would like them to be industrious, willing, interested and with a positive involvement in social action. Mori (1971:44) cites Thompson (1970) who listed as desirable characteristics being reserved, accommodating, group-dependent, tranquil and unfrustrated. The NSPRA (1972:15) refers to a New York volunteer scheme for which principals ranked the following list of volunteer characteristics, (1) personable, (2) able to relate to others, (3) stable, (4) interested, (5) knowledgeable, and (6) intelligent. Schuster (1975:1) stresses integrity and flexibility. Sojonky (1971:22) reports the following perceptions of principals in Vancouver regarding abilities required by teacher aides:

1. efficient, intuitive and willing (stressed by 55 per cent of respondents);
2. compatible and like students (stressed by 53 per cent of respondents);
3. knowledge of library techniques (stressed by 7 per cent of respondents);
4. skill with audio-visual equipment (stressed by 7 per cent of respondents); and
5. ability to control children (stressed by 1 per cent of respondents).



The trend towards training of paraprofessionals in the U.S.A. is reported by Shank and McElroy (1970:19) as having begun with the Professions Development Act. Mori (1971:11) highlights the difference between the U.S.A. and Canada in terms of the number of training schemes in 1968, when the former had 118 and the latter 3, all in Ontario. The basic difference of opinion regarding the necessity of training courses is pointed out by Dillon (1974:37-41) who cites the opinion of the British Columbia Teachers' Federation (1971) and the Manitoba Teachers' Federation (1972). The former maintains that due to the instruction-related roles performed by aides it is necessary for them to undergo a basic program to acquaint them with fundamental learning, psychology and control theory. The latter, however, state that due to the diverse roles of auxiliary personnel:

. . . it is neither practical nor desirable to require them to complete formal college level preparation courses and become certificated as auxiliary school personnel.

Many teachers' associations such as the New Brunswick Teachers' Federation, cited by Dillon (1974:41) favor that training be undertaken within the schools in which they will work. Leman (1970:26), in her survey of the use of aides in Vancouver schools in 1969-70, found that the little time spent on training was restricted to specific tasks. Shank and McElroy (1970:20-21) identified and contrasted three areas in which training could take place. Universities were seen to be advantageous in so far as the availability of facilities and expertise, while in-school sessions led by higher



education personnel would enable the content to be adjusted on the basis of the school environment. The best combination, however, was seen to be in-school training led by the school personnel with higher education staff as consultants, as in this way training would be "tailor-made." Leman (1970:5) reports that most principals expressed the preference that the training of aides be done in the school and by the teacher who will work with them. The need for orientation as well as training was stressed by Cussons (1973:24) who suggests that aides be provided with a clear definition of their role, be given basic information, and discuss punctuality as well as ethics and pupil needs.

Regarding the formal courses for aides available in Canada, Dillon (1974:31) states that in 1973, 1200 people were spending between one and three years training as Educational Resource Technicians, Library Technicians, and Community Education Workers in Ontario. Hunt (1971:6) describes a one-year course for Staff Assistants at Vancouver City College. Mori (1971:36) reports that these programs are staffed by ex-teachers and highly-trained specialists in such areas as communication and library techniques.

Much of the literature stresses the need for teachers to be trained in the use of aides. Cussons (1973:24) suggests that this include the role definition of the volunteer, rationale, objectives, ethics, communication, evaluation, administration of the program, and the types and sources of volunteers. The NSPRA (1972:24-26) report a study in which 47 per cent of teachers in Tennessee stated



that they felt uncomfortable in supervising paraprofessionals. In Arizona the emphasis is on training the teacher and aide as a team, while in Georgia aides are not assigned to teachers who have not undergone training in the maximizing of aide assistance. Mori (1971: 19) concludes that there:

. . . seems to be a general consensus of the more recent literature that paraprofessionals should receive some training, and that teachers also should be given information on how best to employ the resources of the paraprofessional.

#### Types of People Serving as Paraprofessionals and Volunteers

Throughout the literature there are numerous comments regarding the typical or average people serving as paraprofessionals and volunteers. Carter and Dapper (1974:7) describe the typical volunteer as female, middle-class, white, has children in high school, has free time and is a college graduate. McDowell (1974:47) citing Rosenberg, sees the typical paid paraprofessional as a middle-aged housewife with a college degree who has children in school and wants regular work with time off in non-school hours and holidays. The work she wants is challenging, more so than scouts or the P.T.A.. She has been to school meetings and been exposed to present school ideas. She works for 16 to 20 hours per week and helps individual children with difficulties as well as correcting assignments and helping with audio-visual equipment.

Sojonky, (1971:5-13-34) found that in Saskatchewan 50 per cent of aides were under 30, 30 per cent had a Grade 11 education or less, and 97 per cent were female. Carter and Dapper (1974:11)





state that the traditional stereotypes are no longer realistic due in particular to the great increase in the involvement of neighborhood parents who tend to be poorer and less well educated. This view is shared by Leman (1970:21) who found that 39 per cent of volunteers came from the school community, and by Mori (1971:11) who cites a New York study of 1970 which found 95 per cent of the 15,000 volunteers to be Puerto Rican or black.

The difficulty of attracting men to volunteer or paraprofessional duties is expressed throughout the literature. The NSPRA (1972:15) point out that of the 2,283 paraprofessionals working in 257 school districts in Oregon in 1971, only 65 were men. One way of ensuring a greater involvement in schools by men is to utilize what Carter and Dapper (1974:13-15) describe as business volunteers. They cite as examples the tutorial program begun in Philadelphia in 1966, and a program run by Chrysler in Detroit aimed at improving job skills. An unanticipated by-product of involving businessmen in school systems has been the sharing of their managerial skills with school administrators.

Mori (1971:38) proposes the involvement in volunteer programs of retired lawyers, dentists and doctors. Carter and Dapper (1974:16) support the use of older volunteers who they claim have helped bring perspective to children and performed an important pastoral role. Dade County, Florida has 36 men over 55 years of age who help with clerical duties and in classrooms. In 1969 a Retired Senior Volunteer Program was established by law in the United States.



Leman (1970:21) reports that in 1969-70, 41 per cent of volunteers in Vancouver schools were secondary school students. Carter and Dapper (1974:19-20) state that in 1974 the Youth Tutoring Youth program was in operation in 500 cities across the U.S.. Young volunteers are thought to be advantageous in so far as they know the tricks pupils use to get out of work, push their tutees harder than other volunteers, and benefit academically themselves from the experience.

Of the volunteers in Leman's (1970:21) study, 20 per cent were college students. A study reported by Carter and Dapper (1974:20) found that the 500 college volunteers working with the Seattle Tutoring Agency for the Young had successfully reversed the system's growing drop-out rate among secondary students.

The reasons why people become involved in volunteer schemes or take jobs as paraprofessionals in schools have been assessed by many writers. Carter and Dapper (1974:29-30) cite a study in Los Angeles which found the reasons to be:

1. the satisfaction in seeing a child discover, perhaps for the first time, the taste of success;
2. the sense of fulfilment that comes through active participation in a direct service program; and
3. the growth in awareness and understanding of the problems that face many children in today's schools.

Hedges (1972a:20) found that with volunteer parents the initial reason was curiosity, an interest in what is going on in the school, and a desire for better insights concerning the progress



of their own children. This later shifts to satisfaction in helping provide for the school resources which enable it to undertake activities not possible in others.

### Duties Performed

Enns (1974:22) stresses that a lack of agreement exists among educators as to what tasks should be performed by volunteers and paraprofessionals due to a lack of communality of perception as to the meaning of the teacher's role. Broadly speaking, duties differ in relation to the specific situation of the school, the type of worker and the outlook of the school administrator. For example, as Mori (1971:38) points out the main function may be the involvement of the total community in the educational enterprise. In this respect the task of a volunteer in a ghetto area may be, as Shank and McElroy (1970:12) suggest, to bridge the communication and relevance gaps, and to show the children an example of meaningful integration. Generally, in the more standard situation the duties will depend upon the teacher, the interests and capabilities of the worker and the class.

Leman (1970:5) feels that the volunteer or paraprofessional should perform a supportive role, carrying out the teacher's instructions. Enns (1974:24) goes further to state that as co-workers they could construct games, organize trips, read stories, keep records, while Shank and McElroy (1970:77) state that ". . . an experienced teacher aide with appropriate skills may be of invaluable assistance in a team teaching situation." The use of paraprofessional





and/or volunteer involvement in instructional tasks has been much debated and continues to create concern, particularly amongst teachers' associations. McDowell (1974:49) cites the position of the Alberta Teachers' Association (1973):

non-certificated personnel may become involved in instructional activities, as resource people, provided that:

- (a) the person has a relevant area of expertise;
- (b) the involvement is on a short-term basis; and
- (c) the activity is planned, organized, supervised, and evaluated by a certificated teacher.

Carter and Dapper (1974:8-11) give some examples of the use of non-certificated staff in various parts of the U.S., not necessarily instructional in nature. In Iowa twenty-five mothers with degrees work as English theme readers, in Portland volunteers phone or visit the home of every absent student, in St. Louis they help pregnant unmarried girls in the School for Continuing Education, whilst in Denver they run and supervise study halls for students with nowhere to go to do their homework. In Baltimore the NSPRA (1972:13) point out that community aides follow-up non-attenders and help clothe underprivileged children. Brighton (1972:46) states that, according to the NEA, in 1967, 73 per cent of volunteers and paraprofessionals in elementary schools performed purely clerical tasks, while Carter and Dapper (1974:9) report that a 1974 survey of 163 programs found that 84 per cent concentrate on one-to-one tutoring. The NSPRA (1972:8-9) conclude that non-certificated personnel perform tasks that do not require special skills or training but only the simple acceptance of and liking for children.



Dillon (1974:33) speaks for many writers when he states that the four areas in which non-certificated personnel should not be involved are diagnosis, implementation, prescription, and evaluation. McDowell (1974:48-49) cites the policy of the Manitoba Teachers' Society (1972) on the limitations of the use of non-certificated personnel:

1. they shall not perform teaching tasks such as planning, diagnosing, prescribing, instructing and evaluating;
2. they must perform their functions at all times under the supervision and direction of a member or members of the teaching staff;
3. their assistance shall be given only to the extent and the purposes that the teachers determine;
4. teachers must be involved in the selection of such auxiliary school personnel with whom they are to be associated; and
5. they shall not be used as substitute teachers.

Several authors have provided lists of tasks for volunteers and paraprofessionals and although they cannot all be included there is value in indicating their scope. Hedges (1972b) suggests a list of duties for volunteer parents which includes 21 clerical duties, 14 classroom maintenance and operation duties, 35 general non-instructional duties, 11 audio-visual duties, and 30 instructional duties. Brighton (1972:121-123) suggests 52 tasks for student aides, while Hedges (1973:22-24) includes 48. Prunkl (1970) includes details of a scheme in Granite School District, Utah, which has 18 office assistance tasks for the paraprofessional. Perhaps the most extensive is given by Cussons (1973:5-18) which includes tasks such as



general classroom (37 tasks), non-instructional (34 tasks), instructional (12 tasks), audio-visual (13 tasks), field trips (11 tasks), school-community projects (13 tasks) and supervision (15 tasks) as well as guidelines for help by secondary students. Prunkl (1970:13) cites a project in Kansas City where paraprofessionals supervise the movement of children, take attendance, prepare instructional materials under supervision, and operate machines.

Leman (1970:5) found in Vancouver that:

Principals strongly opposed using the aide for supervision while the teacher had a coffee break. Aides should not be made to feel 'in the way' or be asked to do only routine tasks.

However, despite the views of many authors, volunteers and paraprofessionals still are mainly involved in clerical or housekeeping tasks. In Saskatchewan Sojonky (1971:6) found that aides spent 28 per cent of their time in the library, 24 per cent typing or duplicating materials for teachers, and 12 per cent on duties related to the operation of the principal's office. Leman (1970:23-26) found that the volunteers, 31 per cent of whom worked for two hours per week, spent 35 per cent of their time working with individual pupils, and 33 per cent on clerical tasks. Hedges (1973:22-24) found that 25 secondary school volunteers spent approximately 43 per cent of their time consolidating content, and 21 per cent on active supervision. Enns (1974:24) found in a 1972 Winnipeg study that 84 per cent of the staff had more time for professional tasks when an aide was employed. In order of preference they found the



aides most useful when working with individual children, preparing classroom materials, working with small groups of children, doing clean up and housekeeping tasks, and monitoring a class.

### Evaluation

After surveying the literature, Hedges (1972c:4) concluded that:

. . . throughout the publications there was an almost complete absence of broad survey data, systematic objective evaluations, procedures for analyzing or categorizing the work of volunteers, and detailed plans for implementing a program.

In expressing similar sentiments, Mori (1971:41) states that most evaluations to date have been subjective and impressionistic.

The NSPRA (1972:31-33) cite two evaluation schemes for teacher aides. In Fremont, California, they are evaluated on the basis of commitment to the total program, responsiveness to student needs, instructional ability, staff relationships and personnel characteristics. In Newark, New Jersey, an Individual Performance Evaluation Form is used for aides concerning personal appearance and attitudes, relationship with the children and teachers, and attitudes toward school-community relations.

Both Carter and Dapper (1974:134) and Shank and McElroy (1970:78-79) propose evaluation of the practice on the basis of goals and objectives, e.g. allow more time for individualized instruction. The latter suggest that evaluation of aides should be planned in advance, be continuous, be communicated to all concerned, and culminate in a written report. Such a direction is considered





essential in supporting decisions regarding method of instruction, curriculum, individual teacher-aide reassignment, and retention or release of the aide.

Hedges (1972a:3) proposes a model with six phases -- readiness, recruitment, training, maintenance, evaluation and extension. Each of these is broken down into a series of chronological steps which can be followed in planning and implementing the volunteer program. In particular (Hedges, 1972c:5-6) the evaluation phase:

. . . provides for week-by-week informal evaluation, and for a more systematic evaluation activity after the program has been well established; this phase includes evaluation of changes in teacher activity, in grouping and individual attention, in attitudes of teachers, parents and pupils, and changes in pupil achievement.

#### Advantages and Problems

Advantages. The following list of advantages of the use of paid paraprofessionals and volunteers in schools has been compiled from these sources: Leman (1970:6, 24-25), Carter and Dapper (1974: 7-12), Enns (1974:14-19, 28), NSPRA (1972:36-37), Hedges (1972a:43-70), Cussons (1973:2-3):

1. the pupil/teacher and pupil/adult ratios are improved;
2. the possibility for individual instruction is increased;
3. the teacher has greater flexibility in planning and instruction;
4. the teacher is relieved of many menial tasks;
5. the schools' public relations capability is improved;
6. the school is opened up to the community;



7. increased resources, both human and material, are made available;
8. teacher work satisfaction is increased;
9. student academic performance is improved;
10. more time is available for group work;
11. subject matter is covered less superficially;
12. children become more interested in school;
13. the teacher has increased preparation time;
14. there is increased parental interest in their children's progress;
15. the teacher has better knowledge of the pupils;
16. there is greater support for innovations and broadening of the school program;
17. the gap between home and school is bridged;
18. secondary students help bridge the generation gap;
19. opportunities for community service are provided;
20. secondary student volunteers make personal academic and social gains;
21. student volunteers better understand the needs of the young; and
22. student volunteers can provide assistance in areas where adults cannot, e.g. in Physical Education.

Problems. The following were seen as the problems associated with the use of paid paraprofessionals and volunteers in schools. The sources are Cussons (1973:25), Leman (1970:4-6, 21), Carter and



Dapper (1974:6), NSPRA (1972:53-54), Sojonky (1971:36), Mori (1971:28), Hedges (1972a:24), Hedges (1973:28).

1. the inability to recruit volunteers;
2. insufficient use other than in purely clerical or housekeeping tasks;
3. difficulty is experienced in attracting men;
4. the difficulty to attract adults other than parents;
5. attendance on a regular basis;
6. commitment;
7. definition of their role/tasks;
8. coordination of the program;
9. the teacher/volunteer and teacher/paraprofessional relationships;
10. the confidentiality of information;
11. pupil understanding of the volunteer or paraprofessional role;
12. the limited amount of time volunteered by many;
13. the lack of continuity, particularly concerning school and college students;
14. student volunteers are often recommended for the wrong reasons;
15. low salaries and lack of funds;
16. withdrawal of services during the school year;
17. haphazard assignment of duties;
18. legal constraints;





19. their use in instructional areas;
20. insecurity on the part of the teaching staff; and
21. the time required for training and daily preparation before they begin work.

Hedges (1972a:24) comments that:

. . . insecurity on the part of a staff seems to be a far greater problem than problems of availability or competency of volunteers or the ability of the staff to organize its program once it has committed itself and feels secure about doing it.

### Suggestions for the Future

Dillon (1974:34) cites Hilyer who stresses that before the full potential of volunteers and paraprofessionals can be realized there is need for a universally-accepted taxonomy of instructional and non-instructional functions.

Shank and McElroy (1970:4) emphasize that aides must see what they are doing at present to be important and that any task "necessary to promote learning by pupils is worthy of performance with pride and diligence." Carter and Dapper (1974:20) state that:

. . . today's volunteers not only want to contribute, they want their contribution to have an impact. They want their talents and strengths, whatever they are, used in ways that count.

Leman's (1970:7) conclusion is somewhat different, as she recommends the employment of paid aides who, although more difficult to recruit, attend more regularly and can be dismissed. Regarding the training of aides Mori (1971:32) suggests that:



There should be created a formal structure through which paraprofessionals are trained, licensed, recruited, classified, evaluated, and provided with opportunities for advancement. In essence, such a structure would help fulfil the growing desire of paraprofessionals for a new professionalism.

This trend towards professionalism in the form of unionization has, according to "Focus on Children" (1975:5), resulted in paraprofessionals being divided into clerical and instructional aides with the possibility that in the future teachers may not be allowed to run off copies or make stencils.

Enns (1974:26-28) hopes that the relationship between teachers and aides will be characterized by trust and open communication, and further recommends that time is needed for team planning and communication including aides which should be built into the schedule.

Hedges (1972a:34) suggests that program and local consultants should make themselves available to assist staffs with the implementation of programs.

Enns (1974:7) concludes that it is "only the professionally qualified teacher who can hope to carry the full confidence of the public when decisions are made which affect children's future well-being." He further recommends that if educators are to advance their claims of professional status they must secure control of the regulation of the role and training of aides.

However, as Shank and McElroy (1970:1) state, the trend toward the use of paid paraprofessionals and volunteers will continue



as schools are forced to seek maximum service from fully prepared and certified teachers.

On a less positive note, Enns (1974:30) cautions that associated with the adoption of volunteer programs and the employment of paid paraprofessionals there exists:

. . . a woeful lack of evidence that such innovations are having a major positive impact on the quality of education received by this generation of children. Unless further research can clarify that issue it is best for schools to proceed with care and caution.



## CHAPTER 3

### RESEARCH DESIGN

Research instruments were devised in consultation with staff and graduate students of the Department of Educational Administration. These instruments were subsequently revised as a result of pilot testing. The instruments were designed to obtain the perceptions of the principal, teaching staff, paid paraprofessionals, adult volunteers and external student volunteers regarding the various staffing practices utilized in the school under study.

### RESEARCH INSTRUMENT

Separate instruments were designed for the principal, paid paraprofessionals, adult volunteers and external student volunteers. The "other educators" category included the assistant principal, teachers, the librarian, and the counsellor. (See Appendix B)

#### Principal

The views of the principal were obtained by the use of an interview schedule and a questionnaire.

The interview schedule contained sections asking for personal data, school data, and opinions concerning the functioning of the school. For example, in the first section the principal was asked for details of his teaching assignment, years of teacher education, and total years in teaching in this school. Following that section,





questions were concerned with the grade levels in the school, staff assignments, use of paraprofessionals and volunteers, external personnel, school objectives, shared use of instructional space, desired changes in duties performed by teachers, plans for changes in staff utilization, and community involvement and support.

The questionnaire asked for the views of the principal regarding the actual and preferred extents of involvement of paid paraprofessionals, adult volunteers and external student volunteers in these seven areas -- instructional, emotional, supervisory, clerical, technical-housekeeping, communication and planning. The above areas were adopted following the format used by Johnson and Faunce (1973: 136-144) in a survey of teacher aide activity in Minneapolis public schools. The study reported perceptions of teachers and aides about what aides were and should have been doing. In that study the numbers of items were instructional - 9; the emotional - 6; supervisory - 4; clerical - 6; technical-housekeeping - 6; bridge-communication - 5; and planning - 4. For the purposes of this study many of Johnson and Faunce's items were omitted and some additional items were included. Also the response categories "Considerable," "Some," "Little" and "None" were adopted as they seemed to be more appropriate than the "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" categories used by Johnson and Faunce.



### Other Educators

Views of the other educators were obtained by the use of an interview schedule and two questionnaires.

The interview schedule asked for personal data such as position, assignment, total years of teaching in the particular school, and percentage of the school week spent at that school. Other questions concerned school objectives, team teaching, assistance provided by paid paraprofessionals, adult volunteers and external student volunteers, desired changes in their duties, availability of external personnel, duties or responsibilities other than teaching, and satisfaction with the use of volunteers and paid paraprofessionals.

The questionnaire asked for views concerning the actual and preferred extents of involvement of paid paraprofessionals, adult and external student volunteers in the same seven task areas as used in the principal's questionnaire. In addition, by means of a second questionnaire, the teachers were asked to indicate the amount of time they spend personally on selected tasks.

### Paid Paraprofessionals

The perceptions of the paid paraprofessionals were gained by means of an interview schedule.

Questions asked for the respondent's position, education, children at the school, teacher education or other relevant education or training, experience in this work, and responsibilities. The last section concerned the actual and preferred extents of involvement in tasks in the same seven areas.



### Adult Volunteers

Information was obtained by means of an interview schedule, which was in two sections (A) demographic and (B) work in schools.

Part A was concerned with children at the school, formal education, teacher education or other relevant education, and employment skills.

Part B asked for information on how long the volunteer had been at the school, other experience as a volunteer, reasons for doing the work, hours worked, duties and suggestions for changes in those duties and the overall program.

### External Student Volunteers

The views of the external student volunteers were obtained by means of an interview schedule which contained two sections (A) demographic and (B) work in school.

Part A asked for the students' age, home school and grade, while Part B concerned the type of work undertaken, hours, classes worked with, reasons for becoming a volunteer, problems, enjoyment and suggestions for program improvement.

## DATA COLLECTION PROCEDURES

### Interview

In the period between November 1975 and April 1976 the twenty-three certificated members of staff were interviewed using the interview schedule described above.



In the same period, the three paid paraprofessionals were interviewed as well as ten volunteer parents and thirteen external student volunteers.

### Questionnaire

The questionnaires were distributed, completed and returned during the same period in which the interviews were conducted.

For each question the respondents were asked to indicate a response in one of these four categories: "Considerable," "Some," "Little" or "None." Initially the intention was to ask respondents to respond in terms of a percentage of their time spent, for example, in "Keeping records on student progress and grades", but after a small field trial this was felt to be inappropriate.

The variation in numbers of respondents reported arises from the fact that three teachers did not complete the questionnaire relating to duties performed by paid paraprofessionals and by adult volunteers and external student volunteers. Moreover, a further teacher did not fully complete the section relating to the actual and preferred extent to which adult volunteers and external student volunteers perform selected tasks.

### Observation

During the course of the study observations were made in classrooms, open teaching areas, resource areas and the library of the functioning of the paid paraprofessionals, adult volunteers and external student volunteers.





## TREATMENT OF THE DATA

The raw data from the questionnaires were transferred directly to computer data cards. After computer printouts of the data had been spot-checked for accuracy of analysis, frequency distributions and percentage frequency distributions were obtained for all variables. Inferential statistics were not felt to be appropriate due to this being a case study of one school, and involving a small number of respondents.

## DELIMITATIONS AND ASSUMPTIONS

The study was confined to one elementary school and delimited to the staffing practices utilized and the value and shortcomings of those practices as perceived by the teaching staff, paid paraprofessionals, adult volunteers, and external student volunteers.

The study was delimited to the period November 1975 to April 1976.

The study was not comparative, that is, no comparisons were made with other schools. The practices in evidence at the school were neither considered to be unique nor better than those found in other schools. Because of time constraints and other responsibilities, the practices could not be studied in as great detail as might have been desired.

The following assumptions were made:

1. the documents, reports, articles and other printed materials consulted in the study were accurate;



2. the opinions and judgments cited in the study were given in good faith;

3. the perceptions of the staff regarding staffing practices could be obtained by the use of a questionnaire; and

4. the areas to which the respondents were asked to react represented the major areas of involvement by teachers, paid paraprofessionals, adult volunteers and external student volunteers.

#### SUMMARY

This descriptive study used survey research, observations, interviews and questionnaires to obtain data from teachers, paid paraprofessionals, adult volunteers and external student volunteers concerning their perceptions of the various staffing practices used in the school. Frequency distributions and percentage frequency distributions were obtained for all questionnaire responses.



## CHAPTER 4

### STAFFING PRACTICES FOLLOWED IN THE SCHOOL

This K-6 elementary school has 450 pupils and 23 teachers, 16 of whom work entirely in the classroom. It is situated on the edge of a large city in a generally high socio-economic area.

The school philosophy was developed following staff deliberations and has directly influenced the school staffing practices. The aim is to foster in each child a positive self-image and social consciousness, while emphasis is also placed on trust, cooperation and the fullest academic achievement based on each child's potential. Reassessment of the needs of staff and students is continuous.

In order to achieve the above aims substantial input from and cooperation with parents has been essential as well as careful selection and assignment of staff.

The library forms the central part of a large open teaching area, and can be considered as the focus of the school.

#### Teaching Staff

Staff not immediately and continually involved in regular classrooms include the principal, assistant principal (0.8 special education teaching), resource-room teacher (0.5 FTE), outdoor-education consultant and program-assistance teacher, relieving teacher, teacher-librarian, and counsellor (0.6 FTE). The consultant spends 0.5 FTE at the school, teaching outdoor education when relieving other teachers.



To achieve the aims of the school the principal felt that teachers should be relieved from non-professional tasks, within which he included clerical duties such as duplicating, typing, making stencils, stapling, and library maintenance. He hoped that as a result teachers would have more time for planning, curriculum development, counselling, extra-curricular activities, community involvement, and interaction with parents.

To a certain extent a differentiation of teaching roles exists in the school. In Grades 4 and 6 staff can work in teams in the large open areas, and in Grades 4, 5 and 6, particular teachers take responsibility for most of the Music, Science, French or Physical Education.

#### Paid Paraprofessionals

Four paid paraprofessionals are employed, namely, a full-time school secretary, a teacher aide (0.5 FTE), a full-time kindergarten aide, and a library secretary (0.2 FTE). None have undergone formal teacher education, but all possess relevant training and experience.

The salary of the kindergarten aide was paid by the parents (\$30 per child per month) during the period 1972-1975. Since September 1975 she has been paid by the school board. The enrollment at this school is short of the twenty-seven normally required for the provision of a full-time kindergarten aide. However, the limit was lowered due to the presence of two children having special difficulties.





### Adult Volunteers

Parents are encouraged to treat the school as an "open house" and make regular visits. At the beginning of the school year, parents are sent a questionnaire (see Appendix A) asking whether they wish to become involved in the school in any of many suggested areas, e.g. clerical, library, helping at meetings or on field trips. In addition they are asked if they have any suggestions as to how the needs of pupils can be met (i.e. methods, curriculum) and if they possess any skills they might share with the school. Members of the community other than parents of children in the school are also encouraged to participate in the operation of the school. A close working relationship exists between the principal and the executive of the school-community association. These close linkages between the school and the community were encouraged by the school administrators who felt that considerable mutual benefit would result.

Staff decide on the suitability of parents who offer their services. For each volunteer the ethics and responsibilities of the volunteer role are clearly presented. At present 23 volunteer parents assist in the library on a regular basis (for an average 3.5 hours per week), and a further 28 do so occasionally. Seventeen parents help with noon-hour supervision in the library while others assist children in locating books and in using library materials. In addition there are 38 members of the "Friends of the Library" which acts as a community pressure group in library matters.

Six of the parent volunteers possess a degree or its equivalent, while a further two have undergone formal teacher education,



and four have had work-experience related to their school tasks. Those interviewed have been working at the school for an average of 2.8 years, and all but one intend to remain next year.

Adult volunteer involvement occurs in the following ways:

1. assisting with the development and operation of the library;
  2. tutoring children;
  3. planning and attending field trips;
  4. conducting enrichment classes on topics about which they had specialized knowledge;
  5. assisting in some regular classes e.g. French and Physical Education;
  6. presenting talks on special topics to parents and teachers;
- and
7. assisting in a special education class with one parent being involved for three half-days per week.

Some parents also work as tutors under the direction of the appropriate teacher. They tutor for two thirty-minute periods per week those children identified by the school district special referral team as requiring such special assistance.

The enrichment program was organized almost entirely by parents and extended over ten weeks. For one hour each Wednesday parents instructed or spoke about topics such as computing science, oilfield technology, home economics (conducted in the parents' homes), snowshoeing, oral French, crafts and dancing.



In June 1975 several parents spent considerable time in planning a three-day trip to Elk Island National Park. Some parents also attended for the three days to assist the teachers.

#### External Student Volunteers

In each term, nine Grade 9 volunteers from a nearby junior high school came to the school for one afternoon a week as part of an option program. Assigned to either a group of teachers or a specific teacher, they performed tasks such as duplicating, art work, preparing displays, organizing and maintaining bulletin boards, and working with groups of children. The principal felt that they gain not only in personal skills but better understand the needs of the younger pupils.

#### Antecedents

Prior to the present principal taking up his position five years ago there was no appreciable parent involvement in the school. The best part of a year was required to create a parent organization following extensive attempts to contact and interest parents. At the time of formation he made it clear that it would not be a token organization and that parents would be encouraged to suggest changes in school policy and practices which would be seriously considered by the staff.

The principal, librarian (who at that time spent only two days per week in the library), and some other staff members felt that the children could make more valuable use of the available resources if they were encouraged to use a more methodical approach



to the library. They agreed that such results would be possible if the librarian were freed from a classroom teaching commitment, as well as from the routine library tasks such as shelving, filing and laminating. It was felt that volunteer parents could make a considerable contribution in this area, particularly as some had previous experience in library work. This was also perceived as a practice which could provide a means of linking the parents more closely with the operation of the school.

When Provincial Educational Opportunities Fund grants became available they were considered by the staff and parents who decided that an application be made. The proposal was drawn up jointly with the major item being that the librarian be assigned full-time to the library. This was granted with additional funds for various items of equipment, e.g. record player, listening centre, and tape recorders.

Present staffing practices stem therefore from the two broad aims of the school; namely the growth both psychologically and academically of each pupil, and the involvement of parents and other members of the community in the operation of the school.

### Influences

The influences on present staffing practices in the school are many and varied. The major catalysts, however, have been the principal and librarian who believed that through the development of skills in using school resources the children could achieve a greater degree of competence and independence in their learning activities. In the past, teachers' comments were often directed





toward the fact that certain children were underfunctioning: ineffective use of the library was identified as a possible cause. With few exceptions the teachers support present practices and express the desire to see them continued.

The parents are very vocal in their support of the school and as a group are very influential. If they feel that the school is not getting what it deserves they do not hesitate to make their concern known to the school board. Their support for practices in the school is shown by their continued involvement in evening seminars and the volunteer program.

The school district also exerts considerable influence as the school is somewhat of a demonstration school with respect to librarian functions and library usage.

At the outset some teachers were reluctant to accept the parents into the school as volunteers. However, exposure to the volunteer program and the assistance provided by parents has resulted in their becoming in the main some of its most staunch supporters.

#### SUMMARY

The school had 23 certificated teachers which included the principal, assistant principal, resource room teacher, outdoor education consultant, program assistance teacher, relieving teacher, counsellor, and full-time teacher-librarian. In addition, four paid paraprofessionals were employed including a full-time kindergarten aide. Twenty-three adult volunteers assisted in the library and 17



in the lunch room on a regular basis. Nine external student volunteers spent one afternoon per week in the school each term.

Parent involvement in the school was encouraged by the principal to integrate parents more closely in the life of the school and to free teachers from many "non-professional" tasks. Parent involvement in the library was encouraged to free the teacher-librarian from routine tasks and so be able to concentrate on helping students make better use of resources.

The major influences on the continuation of the program are the principal, the teacher-librarian, the parents, the teachers and the school district staff.



## CHAPTER 5

### RESULTS: THE TEACHING STAFF

In this chapter the teachers' perceptions of the extent of their involvement in selected functions is presented, as well as the teachers' and principal's views of desirable changes in these functions.

#### School Objectives

In Chapter 4 the school objectives were stated to have greatly influenced the staffing practices and program of the school. Teachers and the principal were asked to state what they felt to be the main objectives of the school.

The principal responded that these encompassed the development of a positive self-image in every child, the development of a social consciousness, and the encouragement of the fullest possible academic achievement corresponding with the individual child's ability. These objectives were arrived at after staff deliberations and are continually under scrutiny by the philosophy committee which is composed of four members of staff.

Four teachers responded that growth of the total child was the main objective of the school, while a further four stated that it was self-actualization. Three mentioned the importance of a positive self-image reinforced by successful experiences. For two teachers the development of each child according to his/her own ability



was paramount while two others mentioned community involvement. One teacher selected development of responsible citizenship as the main objective.

One teacher expressed the following view:

1. To develop the students' fullest potential as human beings through effective communication (organizing, selecting, expressing);
2. All senses, individually and collectively, should be given the opportunity for appropriate development in the school and community; and
3. These opportunities are expressed in writing, moving, singing, drawing, etc..

#### TASKS PERFORMED BY TEACHERS

A percentage frequency distribution of teacher responses to the questionnaire is presented in Table 1.

##### Instructional

Examination of Table 1 reveals that over 75 per cent of the teachers were involved to a Considerable extent in "Teaching a regular size group of students," "Correcting assignments," and "Preparing lesson plans," while 45 per cent were involved to a Considerable extent in "Diagnosing individual learning difficulties," "Preparing curricula," and "Teaching individual students."

Thirty-five per cent reported that they were involved to Some extent in "Preparing tests" and "Teaching small groups of students," with 30 per cent involved to Some extent in "Diagnosing individual learning difficulties," and "Preparing individual learning packages."





Table 1

Percentage Frequency Distribution of Teachers' Perceptions of  
Extent of Their Involvement in Selected Functions (N=20)

Functions		Percentages			
		Consider- able	Some	Little	None
<b>A. <u>INSTRUCTIONAL</u></b>					
Teaching a regular-size group of students (approximately 30)		80	10	5	5
Correcting assignments		80	5	10	5
Preparing lesson plans		75	10	15	-
Diagnosing individual learning difficulties		45	30	20	5
Preparing curricula		45	20	25	10
Teaching individual students		45	15	30	10
Administering tests		40	25	25	10
Preparing tests		35	35	25	5
Teaching small groups of students (less than six)		30	35	10	25
Preparing individual learning packages		25	30	25	20
Teaching a large group of students (more than 50)		15	20	30	35
<b>B. <u>COUNSELLING</u> (Individual and/or group)</b>					
Handling discipline and behavior problems		65	25	5	5
Counselling students on their personal matters		25	50	15	10
Counselling students on vocational matters		10	10	15	65



Table 1 (continued)

Functions	Percentages			
	Consider- able	Some	Little	None
C. <u>SUPERVISORY</u>				
Supervising the work of interns or student teachers	25	40	10	25
Monitoring hallways, playground, or lunch rooms	15	55	25	5
Supervising the work of other teachers	5	5	-	90
D. <u>TECHNICAL-HOUSEKEEPING</u>				
Locating and assembling instructional material for class use	85	15	-	-
Assembling a file of curriculum materials for a course of study	65	5	10	20
Conducting "housekeeping" chores -- room cleaning, straightening, bulletin boards)	55	20	25	-
Taping or otherwise recording lessons or demonstrations	5	10	45	40
E. <u>PLANNING-ADMINISTRATIVE</u>				
Attending school meetings	25	50	20	5
Helping decide on appropriate student groupings with other teachers	25	20	20	35
Planning with other teachers a mode of treating learning difficulties of particular students	20	45	30	5
Developing a strategy with other teachers for handling particular discipline cases	20	35	35	10
Working with others to select instructional materials for a class	20	30	40	10
Working out daily or weekly class schedules with other teachers	15	10	50	25



Table 1 (continued)

Functions	Percentages			
	Consider- able	Some	Little	None
Coordinating the instructional program for a team of teachers	15	10	25	50
Advising fellow teachers on curriculum matters	10	20	35	35
Conferring with other teachers on the use of classroom space	10	20	30	40
Assigning duties to teacher aides or assistants	5	25	40	30
Scheduling and coordinating the assignment of aides to teachers	-	5	20	75
<b>F. <u>IN-SERVICE EDUCATION</u></b>				
Developing own particular instructional skills	35	45	15	5
Working with specialists from outside the school	20	35	35	10
Demonstrating to other teachers instructional techniques with which you are familiar	5	15	40	40
Systematically studying others' teaching behavior	-	-	30	70
<b>G. <u>CLERICAL</u></b>				
Keeping records on student progress and grades	65	25	5	5
Doing bookkeeping chores (checking textbooks, attendance, lunch money, etc.)	60	15	15	10
Making out grade reports	60	15	15	10
Typing or duplicating materials to use in class	40	40	20	-



Table 1 (continued)

Functions	Percentages			
	Consider- able	Some	Little	None
H. <u>COMMUNICATION</u>  Holding parent-teacher conferences	60	20	20	-





Little involvement in "Teaching individual students" and "Teaching a large group of students" was indicated by 30 per cent of teachers. A further 25 per cent had Little involvement in "Preparing curricula," "Administering tests," "Preparing tests" and "Preparing individual learning packages."

No involvement in "Teaching a large group of students" (more than 50) was reported by 35 per cent of teachers while 25 per cent had No involvement in "Teaching small groups of students" and 20 per cent No involvement in "Preparing individual learning packages."

#### Counselling (Individual and/or Group)

Considerable involvement in "Handling discipline and behavior problems" was reported by 65 per cent of the teachers: 25 per cent were involved to Some extent and 5 per cent not at all. Fifty per cent were involved to Some extent in "Counselling students on their personal matters" while 65 per cent had No involvement in "Counselling students on vocational matters."

#### Supervisory

Some involvement in "Monitoring hallways, playground or lunch-room" was reported by 55 per cent of teachers, while 25 per cent had Little involvement. Forty per cent had Some involvement in "Supervising the work of interns or student teachers" and 25 per cent had No involvement. No involvement in "Supervising the work of other teachers" was reported by 90 per cent of the teachers.



### Technical-Housekeeping

Responses in the Considerable section were 50 per cent or above for all items with the exception of "Taping or otherwise recording lessons or demonstrations." Eighty-five per cent of teachers responded that they were involved to a Considerable extent in "Locating and assembling instructional material for use in class." A further 65 per cent had a Considerable involvement in "Assembling a file of curriculum materials for a course of study" and 55 per cent in "Conducting 'housekeeping' chores (room cleaning, straightening, bulletin boards)."

Eighty-five per cent reported that they had Little or No involvement in "Taping or otherwise recording lessons or demonstrations," while 25 per cent had Little or No involvement in "Conducting housekeeping chores" and 20 per cent reported No involvement in "Assembling a file of curriculum materials for a course of study."

### Planning - Administrative

Responses in the Considerable category did not exceed 25 per cent for any one of the eleven items, with "Attending school meetings" and "Helping decide on appropriate student groupings with other teachers" at that point having the highest response in that category.

Fifty per cent of teachers responded that they were involved to Some extent in "Attending school meetings" with 45 per cent involved to Some extent in "Planning with other teachers a mode of treating learning difficulties of particular students" and 35 per



cent in "Developing a strategy with other teachers for handling particular discipline cases."

Little involvement in "Working out daily or weekly class schedules with other teachers" was reported by 50 per cent of teachers while 40 per cent had Little involvement in "Working with others to select instructional materials for a class" and "Assigning duties to teacher aides or assistants." Thirty-five per cent of teachers responded that they had Little involvement in "Advising fellow teachers in curriculum matters" and 30 per cent in "Conferring with other teachers on the use of classroom space."

Responses in the None category were generally higher than those in the Considerable category for this section. Seventy-five per cent of teachers had No involvement in "Scheduling and coordinating the assignment of aides to teachers" and 50 per cent None in "Coordinating the instructional program for a team of teachers." Forty per cent of teachers had No involvement in "Conferring with other teachers on the use of classroom space" and 35 per cent None in "Advising fellow teachers on curriculum matters" and "Helping decide on appropriate student groups with other teachers." Thirty per cent had No involvement in "Assigning duties to teacher aides or assistants" and 25 per cent in "Working out daily or weekly class schedules with other teachers."

#### In-Service Education

Teacher responses indicate that 35 per cent had a Considerable involvement in "Developing their own particular instructional skills"



and 20 per cent in "Working with specialists from outside the school," with Some involvement in the two above functions reported by 45 per cent and 35 per cent of the teachers respectively.

Forty per cent of the teachers had Little involvement in demonstrating to others techniques with which they were familiar while 35 per cent worked Little with "Specialists from outside the school" and a further 30 per cent had Little involvement in "Systematically studying others' teaching behavior."

Seventy per cent of teachers had No involvement in "Systematically studying others' teaching behavior" and 40 per cent None in demonstrating to other teachers instructional techniques with which they were familiar.

### Clerical

Three out of the four items in this section had response rates of 60 per cent and above in the Considerable category. Sixty-five per cent of teachers had a Considerable involvement in "Keeping records on student progress and grades" and 60 per cent in "Doing bookkeeping chores (checking textbooks, attendance, lunch money, etc.)" and "Making out grade reports."

Responses indicate that 40 per cent of teachers had a Considerable involvement in "Typing or duplicating materials to use in class" and a further 40 per cent Some involvement.

Ten per cent of teachers responded that they had No involvement in doing bookkeeping chores and 15 per cent None in "Making





out grade reports" while 5 per cent had No involvement in "Keeping records on student progress and grades."

### Communication

Sixty per cent of teachers had a Considerable involvement in "Holding parent-teacher conferences" with 20 per cent having Some involvement and 20 per cent Little involvement.

### Responsibilities Other than Teaching

Supervision was stated by twenty teachers to be their major responsibility other than teaching, while the remaining three cited the organization and supervision of special events such as sports days or field trips.

## COLLABORATIVE WORK

Teachers were asked to indicate which of four alternatives best described their pattern of working. Ten responded that "I work in collaboration with others a small part of the time and for limited purposes." A further six indicated that "I work in collaboration with others a substantial part of the time and for various purposes." Four stated that "Nearly all of my work is in collaboration with other staff members" and one that "Nearly all of my work is done independently."

When asked the extent to which they work in teams with other teachers, eight replied that they do so none of the time, six for a limited amount of time, four all of the time, three only for film shows and field trips, and two only for social studies.



## DESIRED CHANGES IN TEACHING-RELATED AREAS

### Teachers' Tasks

Both the teachers and the principal were asked to indicate desirable changes in the tasks performed by teachers.

Views of the principal. The principal stated that in instruction-related areas the teacher should become a resource person, and should also encourage greater pupil involvement in the planning and evaluation of projects. Greater involvement in curriculum development was felt to be desirable, with parents, teachers, and the community having more input into curriculum decisions. In pupil evaluation, the teacher should avoid comparison of a child with his peers. Parents and teachers should communicate more closely so that the former really understands on what basis his/her child is being evaluated. Each teacher should become a counsellor due to the ideal position of contact with the pupils.

A greater teacher involvement in extra-curricular activities should be achieved, and be attained by freeing them from many "non-professional" tasks. Concerning extra-curricular activities there should be greater involvement of teachers in the community in order to better understand the child's needs by working with the community of which he/she is part.

Views of the teachers. In instructional matters four teachers expressed the desire for more small group work, while one wanted greater staff flexibility and another the removal of problem children



from the classroom. Three teachers expressed the need for more time to devote to curriculum development, and another wanted more guidance in this area. Two teachers felt that a new math text was required while an additional teacher felt that efforts should be made to make the work expected of the children by the curriculum more relevant to their age.

The present report cards were regarded as unsatisfactory by six teachers responding to the pupil evaluation section. Three teachers would like more time to meet with parents. A further two teachers pointed out that there is a difference between the evaluation given by the school and that desired by parents who would prefer to have their child ranked against his peers. One teacher felt that too much evaluation was undertaken at present. Four teachers expressed the desire that the school counsellor be made full-time.

Greater staff involvement in extra-curricular activities was thought desirable by two teachers. Two others stated that at present they had insufficient time for community activities. One mentioned the problems associated with outside groups using school facilities and the shortage of separate storage space for their equipment. Nine teachers expressed the view that more time was required for daily planning.

#### Non-Professional Tasks

When asked if teachers should be largely freed from non-professional tasks and thereby be able to concentrate upon functions



more directly related to instruction, nineteen teachers replied positively and one negatively, with two undecided.

In responding to the question of whether such a change would mean that teachers would lose a significant amount of contact with students, nineteen replied that it would not, one that it would, and two were undecided.

#### Numbers of and Uses of Staff

Teachers were asked what changes they thought should occur in either the use of staff or the numbers of different categories of staff in order to improve the level of learning in the school.

Eight teachers responded that they wished for more teacher aides and a further four for a lower pupil/teacher ratio. Two teachers would like more remedial specialists, and a further two specialists in French, Music, and Physical Education. More relief time was cited by two teachers as was greater help (i.e. volunteers) after Grade 4. One teacher desired that homogeneous groupings become more common. One stated a preference that fewer volunteers be used, and another that more volunteer parents be involved in the tutoring of reading.

#### System-wide Support Staff

Teachers were asked whether sufficient numbers of system-wide support personnel were available to meet the needs of students and staff. Their responses are shown in Table 2.

The highest response rate was recorded in the category of Reading Specialists. Nineteen teachers felt that there were





Table 2

Categories of System-Wide Personnel Considered by  
Teachers To Be Available in Insufficient  
Numbers To Meet the Needs of  
Students and Staff (N=20)

Category of Personnel	Number of Respondents Stating that Insufficient were Available
Reading Specialists - Remedial	19
Reading Specialists - Diagnosis	18
Speech Therapists	9
Psychologists	9
Guidance Staff	8
Subject Consultants	6
Social Workers	5



insufficient numbers of Remedial Reading Specialists available and eighteen that there were insufficient numbers of Diagnostic Reading Specialists available.

Speech Therapists and Psychologists were felt to be available in insufficient numbers by nine teachers, while eight were of the same opinion regarding Guidance Staff. Subject Consultants and Social Workers were felt to be available in insufficient numbers to meet the needs of students and staff by six and five teachers respectively.

Some teachers suggested that additional numbers of system-wide personnel should be made available. Three teachers felt that a diagnostic reading specialist should be one attached to each school.

#### SUMMARY

Of the seven areas examined, teachers were most involved in (1) Instructional tasks and (2) Clerical and Technical-Housekeeping tasks, and least involved in (1) In-Service and (2) Planning-Administrative tasks. Teachers reported that their major responsibilities other than teaching were supervision and the organization of special events. The majority of teachers worked with others for only a small amount of the time and for limited purposes, and did little teaching in teams.

The principal stated that desirable changes in teacher tasks would be more involvement in curriculum development and community affairs. They would also become more in the nature of resource



persons if relieved from "non-professional" tasks. The teachers desired more small-group work and additional time for curriculum development, daily planning and meeting with parents. Almost all teachers stated that they should be freed from "non-professional" tasks and that this would not result in their losing a significant amount of contact with students.

Teachers wanted changes in the numbers and use of staff, more paid paraprofessionals, some additional subject specialists, and more time released from teaching.

Some categories of system-wide support staff, especially diagnostic and remedial reading specialists, were considered to be in insufficient supply to meet the needs of students and staff.



## CHAPTER 6

### RESULTS: SUPPORTING PERSONNEL

In this chapter the findings from the questionnaires and interview schedules concerning the utilization of paid paraprofessionals, adult volunteers and external student volunteers are presented.

#### PAID PARAPROFESSIONALS

##### Staff Perceptions of Their Actual and Preferred Involvement in Selected Tasks

Instructional. Examination of Table 3 reveals that staff (teaching and paraprofessional) perceived paid paraprofessional involvement in Instructional tasks to be slight, and on only one item, "Help individual students," did staff perceive Some involvement.

There were, however, many items for which staff preferred a greater involvement. Whereas 30 per cent felt that paid paraprofessionals were involved to a Considerable or Some extent in helping individual students, 83 per cent preferred at least Some involvement. Four per cent felt that they were involved to Some extent in taking charge of a small group of students working on a project: however, 17 per cent preferred a Considerable involvement and 44 per cent Some involvement. Eleven per cent thought there was Some involvement in listening to students read while 22 per cent preferred a Considerable involvement and 56 per cent Some involvement. Similar





Table 3

Percentage Frequency Distributions of Staff Perceptions of the  
Actual and Preferred Extents of Involvement of Paid  
Paraprofessionals in Instructional Tasks  
(N=23)

Instructional Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Help individual students	4	26	44	26	22	61	13	4
Take charge of a small group of students work- ing on a project	-	4	48	48	17	44	35	4
Listen to students read	-	11	11	78	22	56	11	11
Read stories to students	-	4	39	57	17	39	22	22
Teach a new skill to a small group of students	-	-	29	71	5	13	23	59
Correct tests and examinations	-	-	10	90	12	-	44	44
Instruct a class during a teacher's absence	-	9	9	82	4	13	9	74
Instruct a class while the teacher is present	-	-	-	100	-	-	11	89



differences in actual and preferred levels of involvement were found for "Read stories to students" where 11 per cent felt there was Some involvement, and 17 per cent preferred Considerable involvement and 39 per cent Some involvement.

For four of the items there was little difference between the actual and preferred extent of paid paraprofessional involvement. Seventy-one per cent indicated that there was No involvement in teaching a new skill to a small group of students and 59 per cent preferred No such involvement. No involvement in correcting tests and examinations was reported by 90 per cent while 88 per cent preferred Little or No involvement. Eight-two per cent felt that paid paraprofessionals did No instructing of a class during a teacher's absence and 74 per cent preferred that they do None. All of the respondents stated that paid paraprofessionals do not teach a class while the teacher is present, 11 per cent preferred that they do Little and 89 per cent None.

Emotional. Table 4 shows that the percentage frequency distributions for three of the four items "Encourage students to help one another," "Encourage students to use their abilities," and "Talk to an upset student" are similar. For the first item 9 per cent thought there was a Considerable extent of paid paraprofessional involvement, 17 per cent Some, 30 per cent Little and 44 per cent None.

Thirty-five per cent preferred a Considerable involvement of paid paraprofessionals in encouraging students to help one another and encouraging students to use their abilities and 26 per cent



Table 4

Percentage Frequency Distributions of Staff Perceptions of the  
Actual and Preferred Extents of Involvement of Paid  
Paraprofessionals in Emotional Tasks  
(N=23)

Emotional Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Encourage students to help one another	9	17	30	44	35	26	22	17
Encourage students to use their abilities	9	13	35	43	35	26	26	13
Talk to an upset student	9	13	43	35	17	30	36	17
Interest a restless student in activities	9	9	26	56	26	30	13	30



preferred Some involvement. From 18 per cent who felt that paid paraprofessionals were involved to a Considerable or Some extent in interesting a restless student in activities, the figure rose to 56 per cent when staff preferences were stated.

Supervisory. Examination of Table 5 indicates a marked difference between the staff's perceptions of the actual and preferred extents of paid paraprofessional involvement in Supervisory tasks. Whereas no staff members perceived them to be involved in a Considerable extent in supervising the playground at lunch or recess and 22 per cent felt they were to Some extent, 30 per cent preferred a Considerable involvement and a further 30 per cent Some involvement. Fifty-seven per cent preferred a Considerable or Some involvement in supervising a class for a few minutes during a teacher's absence whereas 17 per cent felt they were so involved at present. Seventy per cent considered that paid professionals had No involvement in supervising other lunch-time activities: however, 26 per cent would prefer a Considerable involvement and 30 per cent Some involvement. Seventy-eight per cent felt that there was No involvement in taking students on a trip outside school whereas 38 per cent would prefer No such involvement and 22 per cent a Considerable involvement. Ninety-five per cent considered that paid paraprofessionals had Little or No involvement in escorting students within the school, but 19 per cent would prefer a Considerable involvement and 19 per cent Some involvement.





Table 5

Percentage Frequency Distributions of Staff Perceptions of the  
Actual and Preferred Extents of Involvement of Paid  
Paraprofessionals in Supervisory Tasks  
(N=23)

Supervisory Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Supervise playground at lunch or recess	-	22	35	43	30	30	18	22
Supervise class for a few minutes during teacher's absence	4	13	57	26	22	35	26	17
Supervise other lunch-time activities	-	-	30	70	26	30	18	26
Take students on trip outside school	-	4	18	78	22	30	10	38
Escort students within the school	-	5	43	52	19	19	29	33



Clerical. The data presented in Table 6 indicate that for most items paid paraprofessionals were involved to a large extent in Clerical tasks and that staff preferred an even greater involvement. Fifty-two per cent of the staff felt that the paraprofessionals were actually involved to a Considerable extent in duplicating materials while 78 per cent preferred them to be so involved. With respect to typing materials the comparable figures were 48 per cent (actual) and 70 per cent (preferred); distribute, collect and file materials, 44 and 74 per cent; collect money, 26 and 61 per cent; and purchase supplies, 35 and 56 per cent. Concerning keeping attendance records the difference between actual and preferred extent in the Considerable category was from 22 to 35 per cent. "Keep library records" and "Catalogue library materials, including books," had the lowest responses in the Considerable category with 12 and 11 per cent respectively, however, the percentage was 39 per cent for both items when staff reported their preferences for paid paraprofessional involvement in Clerical tasks. Thirty-one per cent would prefer No involvement of paid paraprofessionals in keeping attendance records and 28 per cent No involvement in keeping library records and cataloguing library materials, including books.

Technical-Housekeeping. Table 7 data show that paid paraprofessional involvement in Technical-Housekeeping tasks was perceived by the staff to be low. Eight per cent felt that they were involved to a Considerable extent in preparing audio-visual materials and 44 per cent preferred a Considerable involvement and



Table 6

Percentage Frequency Distributions of Staff Perceptions of the  
Actual and Preferred Extents of Involvement of Paid  
Paraprofessionals in Clerical Tasks  
(N=23)

Clerical Tasks	Actual Extent				Preferred Extent			
	% Considerable	% Some	% Little	% None	% Considerable	% Some	% Little	% None
Duplicate materials	52	22	18	8	78	18	-	4
Type materials	48	17	22	13	70	18	8	4
Distribute, collect and file materials	44	22	4	30	74	14	4	8
Collect money	26	8	26	40	61	18	8	13
Purchase supplies	35	35	4	26	56	18	8	18
Keep attendance records	22	8	18	52	35	17	17	31
Keep library records	12	12	22	54	39	11	22	28
Catalogue Library materials, including books	11	5	22	62	39	11	22	28



Table 7

Percentage Frequency Distributions of Staff Perceptions of the  
Actual and Preferred Extents of Involvement of Paid  
Paraprofessionals in Technical-  
Housekeeping Tasks (N=23)

Technical-Housekeeping Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Prepare audio-visual materials (e.g. transparencies)	8	8	44	40	44	22	22	12
Prepare displays	4	8	22	66	26	35	26	13
Operate audio-visual equipment	8	-	18	74	26	8	35	31
Set up equipment	8	-	4	88	26	4	22	48
Keep classroom materials in order	8	-	13	79	22	17	17	44
Prepare science lab materials and maintain lab equipment	-	-	15	85	20	15	15	50





22 per cent Some involvement. Sixty-six per cent felt that paid paraprofessionals had No involvement in preparing displays, but 26 per cent preferred a Considerable involvement and 35 per cent Some involvement. Whereas eighty-eight per cent perceived that paid paraprofessionals had No involvement in setting up audio-visual equipment, 48 per cent preferred No involvement and 26 per cent wanted a Considerable involvement. Forty-four per cent preferred No involvement of paid paraprofessionals in keeping classroom materials in order compared with 79 per cent who perceived them to be so involved. Eighty-five per cent stated that paid paraprofessionals were not involved in the preparation of lab materials and the maintenance of lab equipment, whereas 50 per cent preferred No involvement and 20 per cent a Considerable involvement.

Communication. Examination of Table 8 reveals that there is a less marked difference between the staff's perceptions of the actual extent of paid paraprofessional involvement and their preferred extent than in the other task areas. The most noticeable changes occur in the distribution of responses for the Some and None categories. For example, 4 per cent felt that paid paraprofessionals have a Considerable involvement in interpreting the community to the school, 17 per cent Some involvement, 17 per cent Little involvement and 62 per cent No involvement. The comparable figures for the staff preferences were 4 per cent, 35 per cent, 22 per cent, and 39 per cent. This pattern is repeated for the other items, 14 per cent considered paid paraprofessionals to have Considerable



Table 8

Percentage Frequency Distributions of Staff Perceptions of the  
Actual and Preferred Extents of Involvement of Paid  
Paraprofessionals in Communication Tasks  
(N=23)

Communication Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Telephone parents	9	14	32	45	14	28	45	13
Interpret the community to the school staff	4	17	17	62	4	35	22	39
Interpret the school to the community	5	9	32	54	5	23	36	36
Provide information to teachers about individual students	4	22	30	44	4	36	30	30



involvement in telephoning parents and 28 per cent preferred such involvement, while for "Interpret the school to the community" the comparable figures were 9 per cent and 23 per cent. The least marked change in the distribution of staff responses occurs with regard to providing information to teachers about individual students. Four per cent felt that paid paraprofessionals were involved to a Considerable extent, 22 per cent to Some extent, 30 per cent Little and 44 per cent not at all. Four per cent preferred Considerable involvement, 36 per cent Some, 30 per cent Little and 30 per cent None.

Planning. Table 9 indicates that although staff did not desire a Considerable involvement of paid paraprofessionals in Planning, Some involvement was preferred. Eighty-eight per cent considered that they were presently involved to Little or No extent in contributing ideas for activities other than classes (field trips) and 86 per cent in contributing ideas at sessions for planning for classes. However, 44 per cent preferred Some involvement of paid paraprofessionals in the former and 36 per cent in the latter.

#### Comments of Teachers on the Use of Paid Paraprofessionals

Teachers were asked in which of three areas they would have a preference for an increase in numbers, paid paraprofessionals, adult volunteers, or external student volunteers. With respect to these categories of support staff, 73 per cent of teachers expressed



Table 9

Percentage Frequency Distributions of Staff Perceptions of the Actual and Preferred Extents of Involvement of Paid Paraprofessionals in Planning Tasks (N=23)

Planning Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Contribute ideas for activities other than classes (field trips)	4	8	35	53	8	44	26	22
Contribute ideas at sessions for planning for classes	-	4	31	65	4	36	30	30





a preference for paid paraprofessionals. The stated reasons for this preference were training, knowledge, reliability, qualifications, accountability and confidentiality.

Teachers were asked in what ways the presence of paid paraprofessionals in the classroom had changed the tasks they perform. In the Instructional area 80 per cent reported that these tasks were Somewhat Changed and 25 per cent that they were Little Changed. No changes were reported in the Emotional section while concerning Supervisory tasks 25 per cent reported that they were Little Changed. Ten per cent stated that Clerical tasks were Considerably Changed with 85 per cent Somewhat and 25 per cent Little Changed. Technical-Housekeeping tasks were reported as Somewhat Changed by 45 per cent and Little Changed by 25 per cent. Twenty-five per cent stated that Communication tasks were Somewhat Changed and 45 per cent Little Changed, while concerning Planning tasks 45 per cent reported them to be Somewhat Changed and 25 per cent Little Changed.

When asked what functions paid paraprofessionals should not perform, eleven teachers said teaching, two said planning, two said evaluating and one each said oral reading and handling discipline.

#### Views of Paid Paraprofessionals on Their Involvement

Each of the paid paraprofessionals commented on the fact that more paid paraprofessionals were needed in the school. One stated that the number of teachers should be taken into account when allocating paid paraprofessionals to schools and not merely the number of children. Another noted the difficulty of the aide's



position in the school, and the need for a clear definition of their duties and responsibilities. A third comment concerned the lack of suitable remuneration and hinted at the large differential between the salaries of teachers and teacher aides.

Overall, however, they found the hours convenient and the work satisfying, and expressed the desire to continue in the same positions during the next school year.

#### ADULT VOLUNTEERS

##### Teacher Perceptions of Their Actual and Preferred Involvement in Selected Tasks

Instructional. Examination of Table 10 indicates that teachers perceived for only one item "Helping individual students," were adult volunteers involved to a Considerable extent. Whereas 10 per cent considered them to actually be involved to a Considerable extent and 32 per cent to Some extent, 21 per cent preferred a Considerable involvement and 32 per cent Some involvement.

Some involvement was reported in reading stories to students by 21 per cent, and 16 per cent for taking charge of a small group of students working on a project. However, 69 per cent preferred involvement to a Considerable or Some extent in the former and 63 per cent in the latter. Twelve per cent of teachers stated that there was Little involvement of adult volunteers in listening to students read and 66 per cent No involvement: 33 per cent preferred Little involvement and 22 per cent None. Whereas 74 per cent stated



Table 10

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
Adult Volunteers in Instructional Tasks (N=19)

Instructional Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Read stories to students	-	21	21	58	16	53	26	5
Take charge of a small group of students working on a project	-	16	37	47	10	53	21	16
Help individual students	10	32	16	42	21	32	32	15
Listen to students read	-	22	12	66	12	33	33	22
Teach a new skill to a small group of students	-	10	16	74	5	11	37	47
Instruct a class during a teacher's absence	-	-	5	95	5	-	22	73
Correct tests and examinations	-	-	11	89	12	-	22	66
Instruct a class while the teacher is present	-	-	11	89	-	-	11	89



that adult volunteers were not involved in teaching a new skill to a small group of students, 47 per cent preferred No involvement and 37 per cent Little.

Ninety-five per cent stated that adult volunteers did not "Instruct a class during a teacher's absence" and 73 per cent preferred it, while 22 per cent preferred Little involvement. Whereas 89 per cent felt that adult volunteers were not involved in correcting tests and examinations, 66 per cent preferred No involvement and 22 per cent Little. There was no difference between the actual and preferred extent of involvement of adult volunteers in instructing a class while the teachers is present: in both cases 11 per cent responded Little and 89 per cent None.

Emotional. Examination of Table 11 indicates that teachers would prefer a greater involvement of adult volunteers for all items. For only one item, "Interest a restless student in activities" did any teacher report a Considerable involvement (5 per cent) while 11 per cent felt them to be involved to Some extent. However, 26 per cent preferred a Considerable involvement and 26 per cent Some. For "Encourage students to use their abilities" 21 per cent reported Some involvement while 26 per cent preferred a Considerable involvement and 32 per cent Some. Ten per cent considered that adult volunteers were involved to Some extent in encouraging students to help one another while 21 per cent preferred a Considerable and 21 per cent Some involvement. Thirty-seven per cent responded that they had Little involvement in talking to an upset student and 63





Table 4

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
Adult Volunteers in Emotional Tasks (N=19)

Emotional Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Encourage students to use their abilities	-	21	26	53	26	32	26	16
Interest a restless student in activities	5	11	21	63	26	26	22	26
Encourage students to help one another	-	10	37	53	21	21	26	32
Talk to an upset student	-	-	37	63	10	26	32	32



per cent None while 10 per cent preferred a Considerable involvement and 26 per cent Some.

Supervisory. Examination of Table 12 reveals that concerning two of the five items, "Supervise playground at lunch or recess" and "Supervise other lunch-time activities" teachers had a marked preference for greater involvement of adult volunteers. Twenty-six per cent considered them to be involved to Some extent in supervising playground at lunch or recess while 47 per cent preferred a Considerable involvement and 32 per cent Some. Ten per cent felt that they were already considerably involved in supervising other lunch-time activities and 32 per cent to Some extent, but 32 per cent preferred a Considerable involvement and 37 per cent Some. A less marked change in response was noted for "Take students on a trip outside school," 5 per cent and 21 per cent noted Considerable and Some involvement while 11 per cent preferred that adult volunteers be involved to a Considerable extent and 42 per cent to Some extent. Whereas 76 per cent considered that adult volunteers had No involvement in escorting students within the school, 41 per cent preferred No such involvement and 41 per cent Little. Sixteen per cent of teachers reported that adult volunteers had Little involvement in supervising a class for a few minutes during the teacher's absence and 84 per cent None, however, 26 per cent preferred Some involvement and 58 per cent None.

Clerical. Examination of Table 13 reveals that adult volunteers were felt to be involved to a Considerable extent by at



Table 12

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
Adult Volunteers in Supervisory Tasks (N=19)

Supervisory Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Supervise playground at lunch or recess	-	26	6	68	47	32	5	16
Supervise other lunch- time activities	10	32	5	53	32	37	10	21
Take students on trip outside school	5	21	32	42	11	42	26	21
Escort students within the school	-	6	18	76	6	12	41	41
Supervise class for a few minutes during teacher's absence	-	-	16	84	-	26	16	58



Table 13

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
Adult Volunteers in Clerical Tasks (N=19)

Clerical Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Type materials	5	26	37	32	26	37	32	5
Duplicate materials	5	22	26	47	26	21	47	5
Collect money	10	16	16	58	26	21	21	32
Catalogue library materials, including books	25	31	-	44	38	12	25	25
Distribute, collect and file materials	5	16	21	58	21	16	53	10
Keep library records	13	13	13	61	25	13	25	37
Purchase supplies	10	-	10	80	16	5	21	58
Keep attendance records	5	-	5	90	10	5	16	69





least one teacher in each of the eight items. Whereas 5 per cent considered them to be Considerably involved in typing materials and 26 per cent involved to Some extent, 26 per cent preferred a Considerable involvement and 37 per cent Some. Twenty-six per cent preferred adult volunteers to have a Considerable involvement in duplicating materials compared with 5 per cent who felt they had: however, 47 per cent still preferred Little involvement. Ten per cent felt them to be involved to a Considerable extent and 16 per cent to Some extent in collecting money, 26 per cent and 21 per cent would prefer such involvement. Thirty-eight per cent preferred that adult volunteers be involved to a Considerable extent in cataloguing library materials, including books, compared with 25 per cent who felt they already were, however, 25 per cent would prefer No such involvement of adult volunteers. Five per cent thought them to be involved to a Considerable extent in distributing collecting and filing materials while 21 per cent preferred such an involvement: 53 per cent still preferred adult volunteers be Little involved. Seventy-four per cent of teachers felt that adult volunteers had Little or No involvement in keeping library records and 62 per cent preferred No involvement on their part. Eighty per cent considered that adult volunteers were not involved in purchasing supplies and 58 per cent expressed the preference that this continue, while 21 per cent preferred Little involvement. Adult volunteers were thought by 90 per cent of teachers to have No involvement in keeping attendance records and 69 per cent stated that preference.



Technical-Housekeeping. Examination of Table 14 indicates that for each of the six items teachers expressed the preference that adult volunteers be involved to a greater extent than they were at that time. In the case of both "Prepare displays" and "Prepare audio-visual materials (e.g. transparencies)," 53 per cent of teachers perceived that there was No adult volunteer involvement. However, 21 per cent and 16 per cent respectively preferred a Considerable involvement and 42 per cent and 53 per cent Some involvement. Eighty-one per cent reported that adult volunteers had No involvement in the preparation of science lab materials and the maintenance of lab equipment, however, 6 per cent preferred a Considerable involvement and 38 per cent Some involvement. Twenty-one per cent of teachers preferred that adult volunteers have a Considerable involvement in keeping classroom materials in order and 53 per cent None, as compared with 85 per cent who considered that they had No present involvement. Ninety per cent of teachers felt that adult volunteers did no setting up of equipment and 42 per cent preferred that they do None, while 32 per cent preferred Little involvement. Forty-eight per cent preferred that adult volunteers have Little involvement in operating audio-visual equipment and 42 per cent None: this compared with 90 per cent of teachers who considered that they had No involvement.

Communication. Examination of Table 15 indicates that teachers did not prefer a marked increase in the performance of communication tasks by adult volunteers. Forty-seven per cent



Table 14

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
Adult Volunteers in Technical-Housekeeping Tasks  
(N=19)

Technical-Housekeeping Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Prepare audio-visual materials (e.g. transparencies)	5	10	32	53	16	53	26	5
Prepare displays	-	26	21	53	21	42	32	5
Prepare science lab materials and maintain lab equipment	-	6	13	81	6	38	25	31
Keep classroom materials in order	5	5	5	85	21	10	16	53
Set up equipment	-	5	5	90	5	21	32	42
Operate audio-visual equipment	-	5	5	90	5	5	48	42



Table 15

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
Adult Volunteers in Communication Tasks (N=19)

Communication Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Interpret the community to the school staff	-	37	16	47	10	32	26	32
Interpret the school to the community	6	33	11	50	5	28	28	39
Telephone parents	5	11	17	67	11	6	33	50
Provide information to teachers about individual students	-	21	26	53	-	26	21	53





stated that adult volunteers did not "Interpret the community to the school staff" compared with 32 per cent who expressed that preference. Eleven per cent considered that they had Little involvement in interpreting the school to the community and 50 per cent stated they had None, while these levels of involvement were preferred by 28 per cent and 39 per cent of teachers. Eighty-four per cent stated that adult volunteers had Little or No involvement in telephoning parents and 83 per cent expressed that preference. Involvement of adult volunteers in providing information to teachers about individual students was felt to be Some by 21 per cent, Little by 26 per cent and None by 53 per cent. Preferences of teachers in the same categories were 26, 21 and 53 per cent respectively.

Planning. Examination of Table 16 indicates that teachers preferred that adult volunteers be more involved in contributing ideas for activities other than classes (field trips) than in contributing ideas at sessions for planning for classes. In the case of the former 21 per cent preferred they be involved to a Considerable extent and 37 per cent to Some extent whereas for the latter the responses were 5 per cent and 37 per cent.

#### Comments of Teachers on the Use of Adult Volunteers

The principal commented that the extent of parent involvement in the school had been excellent and that the use of adult



Table 16

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
Adult Volunteers in Planning Tasks (N=19)

Planning Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Contribute ideas for activities other than classes (field trips)	-	21	42	37	21	37	32	10
Contribute ideas at sessions for planning for classes	-	5	27	68	5	37	21	37



volunteers resulted in teachers being relieved of many routine tasks. Community reaction to the utilization of adult volunteers had been very satisfactory.

The librarian stated that it would be impossible to operate the library as effectively without the adult volunteers. Turnover among volunteers had been very low, with only two parents having given up their duties due to lack of interest in the last two years. The greatest problem was that many different parents came into the school to perform the same duties: each required identical and individual training.

When teachers were asked in which of three categories of supporting personnel they preferred an increase in numbers, paid paraprofessionals, adult volunteers, or external student volunteers, only 9 per cent chose adult volunteers.

Teachers were also asked their feelings about the extent of parent involvement in the school with respect to their working as volunteer aides. The response categories were "Very Satisfied," "Satisfied," "Dissatisfied," or "Very Dissatisfied." Forty-five per cent of teachers responded that they were Very Satisfied and 55 per cent that they were Satisfied. They were also asked their assessments of certain aspects of the use of adult volunteers to which they responded in three categories "High," "Medium" or "Low." Sixty-eight per cent of teachers felt that the relevant knowledge of adult volunteers was High and 32 per cent Medium. Seventy-one per cent considered their relevant skills to be High and 29 per



cent Medium. Reliability was rated High by 72 per cent, Medium by 22 per cent and Low by 6 per cent. A further three questions were related to adult volunteers relationships with students, teachers and school administrators for which the categories were "Very Good," "Good" and "Fair." Eighty per cent of teachers considered adult volunteer relationships with students to be Very Good and 20 per cent Good. Relationships with teachers were thought to be Very Good by 63 per cent and Good by 37 per cent. Seventy-one per cent felt that the relationships of adult volunteers with school administrators were Very Good, 23 per cent Good and 6 per cent Fair.

Teachers were also asked in what ways they felt the presence of adult volunteers had changed the tasks they perform. The task areas were the same as those used on the questionnaires with the response categories "Considerably Changed," "Somewhat Changed," "Little Changed" and "Unchanged." Seventy per cent of teachers felt that their Instructional tasks had been Somewhat Changed. No changes were reported in the Emotional area. Supervisory tasks were thought to have been Somewhat Changed by 25 per cent of teachers and Little Changed by a further 25 per cent. The greatest change was thought by teachers to have occurred in their Clerical tasks. Seventy per cent felt them to have been Considerably Changed, 25 per cent Somewhat Changed and 25 per cent Little Changed. In Technical-Housekeeping tasks 25 per cent of teachers reported their tasks to have been Somewhat Changed and Little Changed. In both Communication and Planning 45 per cent felt their tasks to have been Somewhat Changed.





### Views of Adult Volunteers on Their Involvement

Of the ten adult volunteers interviewed, five stated that their duties were mainly Clerical and all ten were involved to some extent in the library. Three were involved in reading to students and one in Technical-Housekeeping tasks. None of the adult volunteers were involved in Instruction.

All of the adult volunteers expressed their satisfaction with the adult volunteer program and felt that they were used as fully as possible. They saw as advantages the opportunity to meaningfully utilize their spare time, the chance to share their skills and experience with the school, and the possibility of understanding better the needs of their own children.

### EXTERNAL STUDENT VOLUNTEERS

#### Teachers' Perceptions of Their Actual and Preferred Involvement in Selected Tasks

Instructional. Examination of Table 17 indicates that the extent of external student volunteer involvement in Instructional tasks was limited and that teachers preferred an increase in that involvement for only three items.

Five per cent reported that external student volunteers were involved to Some extent in reading stories to students, whereas 22 per cent would prefer a Considerable involvement and 26 per cent Some involvement. Sixteen per cent preferred a Considerable involvement and 26 per cent Some involvement in helping individual



Table 17

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
External Student Volunteers in Instructional Tasks  
(N=19)

Instructional Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Read stories to students	-	5	37	58	22	26	26	26
Help individual students	-	10	58	32	16	26	26	32
Take charge of a small group of students working on a project	-	10	16	74	5	16	32	47
Listen to students read	-	-	33	67	-	33	11	56
Teach a new skill to a small group of students	-	-	16	84	5	5	11	79
Instruct a class during a teacher's absence	-	-	5	95	5	-	10	85
Correct tests and examinations	-	-	22	78	-	-	22	78
Instruct a class while the teacher is present	-	-	-	100	-	-	-	100



students whereas 10 per cent perceived that external students had Some involvement.

Seventy-four per cent stated that external student volunteers had No involvement in taking charge of a small group of students working on a project, 32 per cent preferred Little involvement and 47 per cent None. Thirty-three per cent preferred Some involvement of external student volunteers in listening to students read compared to 33 per cent who reported that they had Little and 67 per cent None. Eighty-four per cent of teachers reported No external student volunteer involvement in teaching a new skill to a small group of students and 95 per cent None in instructing a class during a teacher's absence, 79 per cent preferred No involvement in the former and 85 per cent None in the latter. In the case of two items, responses for both the actual and preferred extent of involvement of external student volunteers were identical. For correcting tests and examinations, 22 per cent reported Little involvement and 78 per cent None. In the case of "Instruct a class while the teacher is present" all respondents stated that there was No external student volunteer involvement.

Emotional. Examination of Table 18 indicates that teachers perceived external student volunteer involvement in Emotional tasks to be extremely limited: responses in the None category exceeded 70 per cent for each item. Five per cent reported Some involvement in encouraging students to use their abilities while 16 per cent preferred a Considerable involvement and 16 per cent Some involvement.



Table 18

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
External Student Volunteers in Emotional Tasks  
(N=19)

Emotional Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Encourage students to use their abilities	-	5	21	74	16	16	26	42
Encourage students to help one another	-	-	21	79	26	5	21	48
Interest a restless student in activities	-	5	16	79	10	16	26	48
Talk to an upset student	-	-	16	84	5	-	36	59





There were no responses in the Considerable or Some categories for "Encourage students to help one another," but 26 per cent of teachers preferred a Considerable involvement and 5 per cent Some. Seventy-nine per cent reported No involvement of external student volunteers in interesting a restless student in activities, 26 per cent preferred Little involvement and 48 per cent None. Eighty-four per cent reported No involvement in talking to an upset student while 36 per cent preferred Little involvement of external student volunteers in this area and 59 per cent None.

Supervisory. Examination of Table 19 reveals that teachers perceived external student volunteers to have almost No involvement in Supervisory tasks. Eighty-nine per cent reported No involvement in escorting students within the school, however, 6 per cent preferred Considerable involvement, 11 per cent Some and 17 per cent Little. All teachers stated that there was No external student volunteer involvement in supervising the playground at lunch or recess while 16 per cent preferred Some and 10 per cent Little involvement. Ten per cent preferred that they "Supervise other lunch-time activities" to Some extent and 10 per cent Little. No actual involvement was reported. All teachers reported No involvement of external student volunteers in taking students on trips outside the school, 84 per cent preferred No involvement. Eighty-five per cent preferred No involvement in supervising a class for a few minutes during the teacher's absence compared to 90 per cent of teachers who stated that external student volunteers were not involved.



Table 19

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
External Student Volunteers in Supervisory Tasks  
(N=19)

Supervisory Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Escort students within the school	-	-	11	89	6	11	17	66
Supervise playground at lunch or recess	-	-	-	100	-	16	10	74
Supervise other lunch- time activities	-	-	-	100	-	10	10	80
Take students on trip outside school	-	-	-	100	-	5	11	84
Supervise class for a few minutes during teacher's absence	-	-	10	90	-	10	5	85



Clerical. The data in Table 20 show that with the exception of one item, "Duplicate materials," over 50 per cent of teachers perceived that external student volunteers had No involvement in Clerical tasks. Five per cent stated that they had a Considerable involvement in duplicating materials and 32 per cent Some involvement while 32 per cent preferred a Considerable and 32 per cent Some involvement. Ten per cent of teachers felt that external student volunteers were involved to a Considerable extent in cataloguing library materials, including books and a further 10 per cent to Some extent, while the preferred extent in the above categories were 21 per cent in each case. Seventy-four per cent responded that the external student volunteers had No involvement in typing materials while 26 per cent preferred Some involvement and 38 per cent Little. Sixteen per cent of teachers reported Some external student volunteer involvement in the distribution, collection and filing of materials, 26 per cent preferred a Considerable involvement and 5 per cent Some. Twenty-two per cent preferred Some involvement in keeping library records and 63 per cent None, compared with 80 per cent of teachers who perceived that external student volunteers had No involvement in that area. Ninety-five per cent perceived No involvement in purchasing supplies and 85 per cent preferred None. In the case of both "Keep attendance records" and "Collect money" 95 per cent of teachers stated that external student volunteers had No involvement while 90 per cent preferred None.



Table 20

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
External Student Volunteers in Clerical Tasks  
(N=19)

Clerical Tasks	Actual Extent				Preferred Extent			
	Considerable %	Some %	Little %	None %	Considerable %	Some %	Little %	None %
Duplicate materials	5	32	37	26	32	32	26	10
Catalogue library materials, including books	10	10	22	58	21	21	16	42
Type materials	-	10	16	74	10	26	38	26
Distribute, collect and file materials	-	16	32	52	26	5	43	26
Keep library records	-	10	10	80	5	10	22	63
Purchase supplies	-	5	-	95	5	-	10	85
Keep attendance records	-	5	-	95	10	-	-	90
Collect money	-	5	-	95	10	-	-	90





Technical-Housekeeping. Examination of Table 21 reveals that teachers preferred a far greater involvement of external student volunteers in Technical-Housekeeping tasks than at present. Twenty-six per cent stated that they had Some involvement in preparing displays, however, 21 per cent preferred a Considerable involvement and 47 per cent Some. Similarly 5 per cent reported a Considerable external student volunteer involvement in the preparation of audio-visual materials and 11 per cent Some, 21 per cent preferred a Considerable and 26 per cent Some involvement. Regarding the setting up of equipment 32 per cent preferred a Considerable involvement compared to 10 per cent who perceived such a level of involvement. Sixty-four per cent responded that external student volunteers had No involvement in the operation of audio-visual equipment, 36 per cent preferred No involvement while 32 per cent preferred a Considerable extent. Sixteen per cent preferred Considerable external student volunteer involvement in keeping classroom materials in order and a further 21 per cent Some involvement, compared with 80 per cent who stated that they were not at present involved. Eighty-five per cent of teachers reported No external student volunteer involvement in the preparation and maintenance of science lab materials whereas 21 per cent would prefer Considerable involvement.

Communication. Examination of Table 22 indicates that teachers perceived external student volunteer involvement in Communication tasks to be limited. Ninety per cent indicated that



Table 21

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
External Student Volunteers in Technical-Housekeeping  
Tasks (N=19)

Technical-Housekeeping Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Prepare displays	-	26	16	58	21	47	21	11
Prepare audio-visual materials (e.g. transparencies)	5	11	42	42	21	26	42	11
Set up equipment	10	10	16	64	32	10	16	42
Operate audio-visual equipment	5	10	21	64	32	-	32	36
Keep classroom materials in order	-	10	10	80	16	21	16	47
Prepare science lab materials and maintain lab equipment	-	10	5	85	21	5	10	64



Table 22

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
External Student Volunteers in Communications Tasks  
(N=19)

Communication Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Interpret the community to the school staff	-	-	10	90	-	11	21	68
Interpret the school to the community	-	5	5	90	-	5	27	68
Telephone parents	-	-	-	100	-	5	5	90
Provide information to teachers about Individual students	-	-	5	95	-	-	10	90



they had No involvement in interpreting the community to the school staff while 21 per cent preferred Little involvement and 68 per cent None. Similarly 90 per cent stated that external student volunteers had No involvement in interpreting the school to the community, 68 per cent preferred No such involvement and 27 per cent Little. Ninety per cent preferred No involvement in telephoning parents compared to 100 per cent who considered that there was None. Ninety-five per cent of teachers indicated that there was No external student volunteer involvement in providing information to teachers about individual students and 90 per cent preferred No such involvement.

Planning. Examination of Table 23 indicates that teachers believed that No extensive involvement of external student volunteers existed in Planning tasks. Seventy-four per cent indicated No involvement in contributing ideas for activities other than classes (field trips) and 26 per cent Little. Fifty-two per cent preferred None, however, 11 per cent preferred a Considerable involvement and 11 per cent Some. Eighty-four per cent stated that there was No external student volunteer involvement in contributing ideas at sessions for planning for classes and 16 per cent Some. Eleven per cent preferred Some involvement, 21 per cent Little and 68 None.

#### Comments of Teachers on the Use of External Student Volunteers

The principal stated that the tasks performed by external student volunteers were routine, such as duplicating, attending to bulletin boards, as well as working with small groups of children





Table 23

Percentage Frequency Distributions of Teacher Perceptions  
of the Actual and Preferred Extents of Involvement of  
External Student Volunteers in Planning Tasks  
(N=19)

Planning Tasks	Actual Extent				Preferred Extent			
	Considerable	Some	Little	None	Considerable	Some	Little	None
	%	%	%	%	%	%	%	%
Contribute ideas for activities	-	-	26	74	11	11	26	52
Contribute ideas at sessions for planning for classes	-	-	16	84	-	11	21	68



or reading to them. The value to the volunteers was seen as the gaining of new skills and knowledge of the needs of younger pupils.

When asked which of paid paraprofessionals, adult volunteers or external student volunteers they had a preference for an increase in the numbers available, none chose the latter. Teachers were asked what value they saw in the external student volunteer program. Six commented that it resulted in teachers being released from menial tasks, and one teacher that it resulted in the children being offered a greater variety of experiences. Four stated that it was a valuable experience for the volunteer, however, three made the point that it depended very much on the individual and that those who were selected by the home school were the most unsatisfactory. The librarian commented that those who were interested in teaching seemed to gain more from the experience. Seven teachers expressed dissatisfaction with the program, three stated that too much pre-planning was required for their visits and two that they could not always be relied upon to arrive. Two teachers saw little benefit in the program for the elementary students.

#### Views of External Student Volunteers on Their Involvement

Of the thirteen external student volunteers, eleven stated they enjoyed the experience and none stated that they experienced problems working with younger students. Eleven were involved in preparing displays and bulletin boards for a portion of their time at the school. Four undertook clerical work, and three helped in the library. Others had a greater amount of contact with pupils,



two corrected assignments, two helped individual students, while one read to groups of students and another operated audio-visual equipment.

Their major criticism of the project was that they had little opportunity to work with children in the classroom. Eight of the volunteers made that criticism and one commented on the desire to observe teachers at work. Three complained that they were only given "busy" work, that which the teacher did not want to do.

#### PREFERENCES OF TEACHERS FOR SUPPORTING PERSONNEL TO PERFORM FUNCTIONS IN PARTICULAR AREAS

A comparison was made of teacher responses concerning the actual and preferred extent of involvement of paid paraprofessionals, adult volunteers and external student volunteers in particular areas. The following preferences were indicated.

##### Instructional

Teachers reported that adult volunteers were involved to a greater extent than paid paraprofessionals and external student volunteers: however, their preference was that paid paraprofessionals be involved to the greatest extent.

##### Emotional

Paid paraprofessionals were thought to be involved to a greater extent than adult volunteers and external student volunteers and the teachers' preference was that this pattern of involvement continue.



### Supervisory

A difference was noticeable in this category between the actual and preferred extents of involvement of supporting personnel. Whereas paid paraprofessionals were thought to be involved to the largest extent in Supervisory tasks teachers indicated a preference that adult volunteers undertake the greatest proportion.

### Clerical

Paid paraprofessionals were considered by teachers to be involved to a greater extent than adult volunteers and external student volunteers and no change in this distribution was preferred.

### Technical-Housekeeping

This was the only category in which external student volunteers were felt to be involved to a greater extent than paid paraprofessionals and adult volunteers. The preference expressed by teachers was that they undertake the greatest amount of Technical-Housekeeping duties followed by paid paraprofessionals and adult volunteers.

### Communication

In this section it was considered that paid paraprofessionals were involved to a greater extent than both adult volunteers and external student volunteers, and that this pattern should continue.

### Planning

Adult volunteers were thought by teachers to be involved in planning duties to a greater extent than were paid paraprofessionals





and external student volunteers. Teachers preferred that this continue to be the case.

#### SUMMARY

The preference of the staff was that paid paraprofessionals perform Instructional, Emotional, Clerical and Communication tasks to a greater extent than either adult volunteers or external student volunteers. The teachers preferred that adult volunteers be most involved in Supervisory and Planning functions and external student volunteers most involved in Technical-Housekeeping functions.

Teachers commented that paid paraprofessionals should not be involved in teaching, planning or evaluating. Of the three categories of supporting personnel they expressed the desire for an increase in the numbers of paid paraprofessionals, stating as the reasons their greater training, knowledge, qualifications, accountability, confidentiality and reliability. Their involvement had resulted in changes in the tasks performed by teachers in the Clerical, Instructional and Technical-Housekeeping areas. The paid paraprofessionals stated that although satisfied with the hours and type of work undertaken, there was a need for more paid paraprofessionals, a clearer definition of their role, and higher remuneration.

The adult volunteer program had been received favourably by the community and resulted in teachers being freed from many routine tasks. Without the adult volunteers the library could not be operated as efficiently. The main problem was the necessity to



train many volunteers for the same duties. Few teachers desired an increase in the numbers of adult volunteers although they all expressed satisfaction with their involvement. The greatest changes in teachers' tasks as a result of the involvement of adult volunteers were felt to be in the Clerical and Instructional areas. The adult volunteers considered their involvement to be valuable and to provide a meaningful use of their spare time. They welcomed the opportunity to share their skills with the school, become more involved in its operation, and felt that as a result they were better equipped to help their own children.

Teachers commented that external student volunteers were engaged in mainly routine tasks and none expressed the view that their numbers be increased. The main advantage of their involvement was considered to be that teachers were freed from menial tasks. The problems related to some unreliability and to a great deal of pre-planning being necessary before their visits. The external student volunteers commented that the experience was enjoyable. However, they preferred a greater contact with students and involvement in the classroom and were disappointed that they usually seemed to be given only clerical tasks.



## Chapter 7

### SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter presents a summary of the methodology and findings of the study, some conclusions and implications drawn from the study, and suggestions for future research.

#### SUMMARY

##### Restatement of the Problem

The study, which examined the staffing practices utilized in one elementary school, had the following aims:

1. to determine the perceptions of staff and volunteers concerning the extent to which they perform certain tasks, and the influence which non-teaching staff have had upon the work of teachers;
2. to describe the opinions of teachers and supporting personnel regarding staffing patterns utilized in the school; and
3. to assess the applicability of those staffing practices for other schools.

##### Research Methodology

Survey research techniques, interview, observation and questionnaire were used. The principal, twenty-two teachers, three paid paraprofessionals, ten adult volunteers and thirteen external student volunteers were interviewed. In addition the principal and



other educators completed questionnaires. Percentage frequency distributions were obtained for all questionnaire responses and comparisons were made between particular distributions.

### Review of the Findings

Teachers' tasks. Results indicated that of the seven areas examined, teachers were involved to the greatest extent in Instructional, Clerical and Technical-Housekeeping functions, and least in In-Service and Planning-Administrative functions.

In the Instructional category, teachers were most involved in "Preparing lesson plans" and "Correcting assignments," and least involved in "Preparing individual learning packages" and "Teaching a large group of students (more than 50)."

In Counselling, the largest involvement was in "Handling discipline and behavior problems" and the least in "Counselling students on vocational matters."

Of the Supervisory tasks "Monitoring hallways, playground or lunchroom" was considered to entail the greatest involvement of teachers' time, and "Supervising the work of other teachers" the least.

In Technical-Housekeeping the teachers were most involved in "Locating and assembling instructional material for class use" and least in "Taping or otherwise recording lessons or demonstrations."

In Planning-Administrative tasks teachers were most involved in "Attending school meetings and "Planning with other teachers a mode of treating learning difficulties of particular students"





with the least involvement being in "Conferring with other teachers on the use of classroom space" and "Assigning duties to teacher aides or assistants."

Of the In-Service Education items, "Developing own instructional skills" constituted the greatest amount of teacher involvement and "Systematically studying others' teaching behavior" the least. The item in the Clerical category which represented the most teacher involvement was "Keeping records on student progress and grades," with "Typing or duplicating materials to use in class" the least.

For the only item in the Communication category, "Holding parent-teacher conferences," 60 per cent of teachers stated that they were involved to a Considerable extent.

Teachers reported their major responsibilities other than teaching to be supervision and the organization of special events.

The majority of teachers responded that "I work in collaboration with others a small part of the time and for limited purposes" and stated that they were involved in little or no team teaching.

The principal cited the following desired changes in the tasks performed by teachers -- greater involvement in curriculum development and community affairs, a greater emphasis upon their becoming resource people, and obtaining of more freedom from "non-professional" tasks. Almost all of the teachers stated that they should be freed from "non-professional" tasks. Other desired changes in their tasks were more small group work, and additional time for curriculum development, daily planning and meeting with parents.



Teachers felt that the employment of paid paraprofessionals, adult volunteers and external student volunteers had resulted in some considerable changes in the tasks performed by teachers in the Clerical, Instructional and Technical-Housekeeping areas.

Staff differentiation. Teachers in Grades 4, 5 and 6 possessed special expertise in certain subjects and taught all groups on a class exchange basis. The subjects concerned were Music, French, Science and Physical Education.

The involvement of supporting personnel. Teachers commented that paid paraprofessionals, adult volunteers and external student volunteers should generally not be involved in Instructional, Planning and Evaluating tasks.

The preference of the staff was that paid paraprofessionals perform some activities related to Instructional, Emotional, Clerical and Communication tasks to a greater extent than adult volunteers or external student volunteers. The teachers preferred that adult volunteers be most involved in Supervisory and Planning functions and external student volunteers most involved in Technical-Housekeeping functions.

Responses in all categories indicated that teachers preferred a greater involvement of paid paraprofessionals, adult volunteers and external student volunteers than was the case at that time.

Views on present staffing practices. The teachers expressed the desire that more aides be employed, that there be a lower pupil-



teacher ratio and more relief time from teaching. Of the three categories of supporting personnel they preferred an increase in the numbers of paid paraprofessionals. Of the external personnel available to serve the needs of staff and students, reading diagnosis and remedial reading specialists were most thought to be available in insufficient numbers. The majority of teachers expressed satisfaction with the use of paid paraprofessionals and adult volunteers: they were less enthusiastic about the external student volunteer program.

The paid paraprofessionals were satisfied with the conditions and type of work they undertook, but concern was expressed with regard to the definition of their role, the level of remuneration and the number of paid paraprofessionals currently employed.

The adult volunteers expressed no dissatisfaction with the role they were asked to perform in the school and felt that their services were fully utilized. They considered the experience most valuable especially with regard to better understanding the needs of their own children. Further, they welcomed the opportunity to make purposeful use of some leisure time.

The majority of external student volunteers found the experience of working for one afternoon a week in an elementary school enjoyable. Many, however, preferred more contact with the children and the chance to observe classes in action.



## CONCLUSIONS AND IMPLICATIONS

The literature indicates several stimuli for the adoption by schools of aide programs, including the increased responsibilities of the teacher, the move to individualize instruction and the desire to involve parents more closely in the operation of schools. All of the above factors were present when the present program was introduced in the school studied. In particular the program ensured that the children received more adult attention and that the teachers were largely freed from "non-professional" tasks such as maintaining pupil records, supervising areas where students congregate, typing and duplicating materials, collecting money, ordering materials, operating audio-visual equipment, marking papers and setting up displays. Results indicate that a majority of teachers continue to have a considerable involvement in keeping records on students, and doing bookkeeping chores. However, the presence of paid paraprofessionals, adult volunteers and external student volunteers appears to have had an effect on teacher involvement in supervision and in typing and duplicating. Teachers expressed the desire that all categories of supporting personnel be involved to a far greater extent in "non-professional" tasks.

The involvement of parents in the school occurred in a similar manner to that described by Sergiovanni and Elliott (1975: 162-178) and Hedges (1972a:20). Sergiovanni and Elliott describe increased parental involvement as a means of stimulating greater interest in the school and improving pupil performance. Hedges





describes the stages of a volunteer's involvement as follows:

initially they are curious, interested in what is going on in the school and desire better insights concerning the progress of their own children. This later shifts to satisfaction in helping provide for the school resources which enable it to undertake activities not possible in others.

This last point raises the question as to whether or not a program similar to the one offered in the school under study would be possible in other elementary schools. The school possessed many resources, both human and physical, which could not be found in others. Its position in a high socio-economic area ensured that there would be a ready supply of volunteers from mothers who were not required to provide a second source of family income. Moreover, the support and encouragement of the school district in matters concerning the library were of great value. If a school in a lower socio-economic area were to attempt to undertake a similar program more emphasis probably would need to be placed on paid paraprofessionals due to a likely scarcity of parents able to volunteer time during school hours.

Recruitment of volunteers for the program was achieved by means of parent meetings, questionnaires and what Leman (1970:27) called the "spreading effect," by which volunteers are attracted to a scheme in action by word of mouth.

Training for paid paraprofessionals and volunteers was given at the school by the librarian who also informed the teachers



of how best to utilize their services, as recommended by Mori (1971: 19).

Paid paraprofessionals and volunteers at the school work in what Leman (1970:5) describes as a supportive role, carrying out the instructions of the teachers. Teachers felt that supporting personnel should not be involved in the areas identified by Dillon (1974:33) namely, diagnosis, implementation, prescription and evaluation.

In her study of paid paraprofessional and volunteer utilization in Vancouver schools, Leman (1970:5) reports principals as stating that aides should not be used merely in routine tasks. However, the literature and the findings of this study suggest that paid paraprofessionals and volunteers are still mainly involved in clerical or housekeeping functions.

In Chapter 2 numerous advantages and problems associated with the utilization of paid paraprofessionals and volunteers were highlighted. Of the many possible advantages the following were noted in connection with the program at the school studied: improved pupil-teacher and pupil-adult ratios, the increased possibility of individualized instruction, relief of teachers from menial tasks, greater parental involvement in the school and interest in their children's progress, increased resources (both human and material), more time for group work, and increased teacher preparation time.

Of the associated problems, evidence was obtained of insufficient use of paid paraprofessionals and volunteers in duties



other than Clerical or Technical-Housekeeping, definition of their role, the limited amount of time volunteered, a lack of continuity, external student volunteers attending for the wrong reasons, initial teacher insecurity and the time required for training and preparation before paid paraprofessional and volunteer visits. There was, however, little evidence of problems which are sometimes mentioned in the literature such as the inability to recruit volunteers, attendance, commitment, coordination of the program, teacher-volunteer relationships, withdrawal of services during the school year or haphazard assignment of duties.

The utilization of paid paraprofessionals and volunteers, the role of the counsellor and program consultant, and the subsequent maximization of the use of the library due to the librarian becoming free to interact with parents, students and teachers, as well as the virtual freeing of teachers from routine "non-professional" tasks combine to make the school one worthy of attention by other elementary schools.

#### FURTHER RESEARCH STUDIES

The data in this study are descriptive and provide information on personnel utilization in one elementary school. Future studies might examine personnel utilization in elementary schools which differ from the one studied with respect to size, socio-economic area, urban-rural location, staffing arrangements and physical plant.



The following questions were suggested by the present study:

Would teachers welcome greater involvement of supporting personnel in instructional activities?

Would a greater number of supporting personnel improve the quality of teaching and learning?

Does increased parental/community involvement in schools result in increased student achievement?

What is the reaction of students to the presence of non-certificated personnel in the classroom?

Should more paid positions be made available in poorer districts to ensure greater parental involvement?

What factors inhibit greater parental/community participation in schools?

Does the involvement of neighbourhood parents in poor districts result in increased student motivation?

What would be the effect of teacher aide unionization upon the teacher's role?

Should volunteers be recruited from the areas in which they live?

Does the utilization of paid paraprofessionals and volunteers result in greater teacher work satisfaction?

The case approach used in this study proved to be of value in obtaining information which is not readily available regarding the school program. The study appears to be worthy of replication in different school settings. As the trend towards the involvement





of non-certificated personnel in schools is continuing, further study concerning the evolving use of all categories of staff should have high priority.



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## APPENDIX A

### LETTERS TO PARENTS FROM THE SCHOOL





WESTBROOK SCHOOL QUESTIONNAIRERE PARENTAL ASSISTANCE IN THE SCHOOL PROGRAM

Parent Name \_\_\_\_\_

Telephone \_\_\_\_\_

. Would you prefer to contribute on

- (1) a scheduled basis \_\_\_\_\_
- (2) a non scheduled basis \_\_\_\_\_
- (3) unable to do volunteer work \_\_\_\_\_

. Below are some activities where parents may be able to provide assistance. Please check any which appeal.

- (a) library tasks \_\_\_\_\_
- (b) locating resource materials for teachers \_\_\_\_\_
- (c) lecturing, demonstrating, filmshowing as resource people in the classroom \_\_\_\_\_
- (d) assisting individual children in teacher directed activities \_\_\_\_\_
- (e) making stencils at home or at school \_\_\_\_\_
- (f) stapling materials at home or at school \_\_\_\_\_
- (g) assisting with small groups of children in teacher directed activities \_\_\_\_\_
- (h) making instructional materials (flashcards, games) \_\_\_\_\_
- (i) assisting in art or science activities (preparing materials and displays) \_\_\_\_\_
- (j) arranging for and serving coffee and food at meetings \_\_\_\_\_
- (k) planning parent-school programs \_\_\_\_\_
- (l) assisting teachers with extra-curricular activities \_\_\_\_\_
- (m) assisting in field trip supervision \_\_\_\_\_
- (n) assisting in lunch room supervision  
(Since teachers now have no preparation time during the school day, all staff meetings, team planning, parent-teacher conferences, consultation with Central Office personnel who come to the school to discuss the effectiveness of our programs must be done at noon hours or after school. Are there parents who would volunteer to do noon hour supervision from 12:00 noon to 1:00 P.M. one day a week for a few weeks or a month?) \_\_\_\_\_
- (o) planning and conducting a dessert party  
(The School Board provides for the basic needs of our boys and girls, however, it is amazing the many incidental items for which we require small amounts of money throughout the year. Examples of these needs are: un-anticipated increases in costs of transportation for field trips, materials, aids, etc. that enable teachers to inculcate new ideas in programs..... A dessert party once in two years would do this for us. \_\_\_\_\_



Can you assist us in meeting the needs of boys and girls in our school by suggesting programs that we should be exploring together?

For example, methods and content of subjects in the curriculum, child growth, communications, etc.

If you have an area of interest, talent, training, or travel (don't be modest) which may be shared with the school, please describe. We are thinking of such things as fine arts, social and physical sciences, travel experiences, hobbies, etc.

Do you have suggestions for any other activities in which you could offer assistance?

Do you have any strong convictions regarding parental assistance in the school?



## WESTBROOK SCHOOL

January 14, 1976

NOTICE TO PARENTS:

On Thursday, November 13, a parent committee met with some of the Westbrook Staff to discuss a possible parent and school program. This program hopefully would help parents to better understand and guide their boys and girls. The actual program would be held during January and February and would consist of four or five meetings. This letter is to get your ideas so that the program can deal with community concerns. From a questionnaire that was sent home last year we learned that some parental concerns had to do with more discipline, children's behavior toward each other and respect for property. If you have any suggestions for a program, speakers, or books please share them.

1. Please indicate what would interest you most:
  - (a) A study group or groups to discuss a book.
  - (b) A series of lectures on topics of concern to parents.  
(a) \_\_\_\_\_ (b) \_\_\_\_\_
2. (a) Some books we might consider are:  
(b) This book is available at:
3. (a) Would you be interested in a program for single parents?  
(b) Would an afternoon meeting be acceptable?  
(c) Time you would suggest:
4. (a) A speaker you would like to hear is -  
(b) It is possible to contact this speaker at -
5. Topics you would like covered.
6. If you would be able to assist the program yourself, please indicate your interest area and your availability:
7. Other suggestions:
8. If you would like to discuss your ideas with someone please call Mrs. Marie Hammond at 434-0227.

Thank you for taking time to fill out this questionnaire.



## APPENDIX B

### INSTRUMENT USED FOR DATA COLLECTION





---

INTERVIEW FORM -- PRINCIPAL

---

A. DEMOGRAPHIC (PERSONAL)

1. Name \_\_\_\_\_
2. Position in School \_\_\_\_\_
3. Teaching Assignment \_\_\_\_\_
4. Number of years of teacher education for salary purposes \_\_\_\_\_
5. (a) Number of years teaching in this school \_\_\_\_\_  
(b) Number of years teaching in total \_\_\_\_\_



B. SCHOOL DATA AND OPINIONS

1. (a) Which
- grade levels
- are in the school? (Circle)

K    1    2    3    4    5    6    7    8    9    10    11    12    Special

(b) Number of pupils? \_\_\_\_\_

2. What are the
- staff assignments
- ? (Obtain list and record)

(a) Educational Staff(i) Titles, e.g., P, AP, DH, ADH, Lib., Counsellor,  
Resource Teacher, Relieving Teacher, Consultant.

(ii) FTE allowed for administration.

(iii) Formal responsibilities for duties outside school,  
e.g., consultant serving several schools.(b) Paid Paraprofessional Staff (Obtain list and record names  
and FTE numbers.)

(i) Clerical --

(ii) Classroom --

(iii) Library/media --

(iv) Laboratory --

(v) General --

3. Which
- adult volunteers
- (not paid) assist on a regular basis in
- 
- the school? (Obtain names and FTE of all who perform the
- 
- following tasks.)

(i) Clerical --

(ii) Classroom --

(iii) Library - media --

(iv) General --



4. Which External Student Volunteers (not paid) assist on a regular basis in the school?

(a) Obtain names, home schools, and FTE of all senior student volunteers who assist.

(b) What functions do these students perform? (Free response)

5. Which personnel provide the following services? How many hours per week on average would they spend in your school?

Service	Name of resident staff	Visiting Staff	
		Name	Hrs/wk
Subject consultation			
Guidance			
Psychological			
Reading specialist			
Remedial specialist			
Social work			
Speech therapy			
Nursing			
Business Management			



6. (a) What are the main objectives of your school?
- (b) How were these objectives selected?
- (c) What internal staffing changes were introduced in order to assist in achieving these objectives?
7. In what ways do teachers share instructional space in the school?
8. (a) Do your teachers engage in any evaluation of each other's work?    Yes \_\_\_\_    No \_\_\_\_
- (b) If YES, how is this done? (For example, use of VTR-micro-teaching.)
9. What changes do you think should occur in either the use of staff or numbers of different categories of staff in order to improve the level of learning in your school? Explain.





10. What changes do you feel are desirable in some or all of the following tasks performed by your teachers?

(a) Instruction --

(b) Curriculum development --

(c) Daily planning --

(d) Pupil evaluation and reporting --

(e) Counselling --

(f) Extracurricular and cocurricular activities --

(g) Community activities --

(h) Other



11. Are sufficient numbers of the following personnel available to serve the needs of your pupils and staff?

	Sufficient	Insufficient	Suggested Additional Numbers
Subject consultants			
Guidance staff			
Psychologists			
Reading specialists -- diagnosis			
Reading specialists -- remedial			
Social workers			
Speech therapists			
Nurses			
Business manager			
Other (Specify)			



12. (a) Who hires the paid paraprofessional staff, i.e., who interviews and decides whether or not to hire them?
- (b) Who assigns the paid paraprofessional staff to particular schools? \_\_\_\_\_
13. (c) Who assigns duties to the paid paraprofessional staff?
- (d) (i) Who formally evaluates the paid paraprofessional staff for purposes of retention, promotion, transfer, etc.? \_\_\_\_\_
14. (a) Who decides upon the suitability of an Adult Volunteer?  
\_\_\_\_\_
- (b) Who assigns duties to Adult Volunteers? \_\_\_\_\_  
\_\_\_\_\_
- (c) Who decides that Adult Volunteers will be used in your school? \_\_\_\_\_  
\_\_\_\_\_
- (d) What training is given in the school to Adult Volunteers?



15. (a) Do you have any plans for expansion of the use of either Paid Paraprofessional Staff or Adult Volunteers or External Student Volunteers in your school?

16. What are your assessments of the following aspects of the use of paid paraprofessional staff?

(i) Their relevant knowledge

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(ii) Their relevant skills

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(iii) Their value

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(iv) Their reliability

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(v) Their relationships with students

Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_

(vi) Their relationships with teachers

Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_

17. What are your assessments of the following aspects of the use of adult volunteers?

(i) Their relevant knowledge

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(ii) Their relevant skills

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(iii) Their value

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(iv) Their reliability

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_





(v) Their relationships with students

Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_

(vi) Their relationships with teachers

Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_

18. (a) Should teachers be largely freed from non-professional tasks and thereby be able to concentrate upon functions more directly related to instruction?

Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_

19. How many teachers do you feel could continually share the services of each classroom aide? \_\_\_\_\_

20. What is the community's reaction to the employment of classroom aides in your school?

21. What value do you see in your external student volunteer program? (May not always be applicable.)

22. What functions should aides (paid paraprofessionals, adult volunteers, and external student volunteers) not perform in the school?

23. What pressures were identified to stimulate present staff differentiation practices?



24. What other forces affect the continuance of the relevant practices?
25. What were the hoped for outcomes of present practices?
26. What are the actual outcomes of present practices?
27. What is the likelihood of the continuation of present practices?



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QUESTIONNAIRE -- PRINCIPAL AND OTHER EDUCATORS

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To be completed after the interview section has been completed.

1. Name of respondent \_\_\_\_\_
2. (a) To what extent do paid paraprofessional staff, adult volunteers, and external student volunteers perform the following tasks?  
  
(b) To what extent would you like paid paraprofessional staff, adult volunteers, and external student volunteers to perform these tasks?

(Check responses (✓) on list.)









[illegible]

### C. SUPERVISORY

Supervise playground at lunch  
or recess

Take students on trip  
outside school

Supervise other lunchtime activities

Escort students within the school

Supervise class for a few minutes during teacher's absence

Others  
(list)

### D. CLERICAL

## Type materials

## Duplicate materials

Distribute, collect and  
file materials

(Cont. next page)



D. CLERICAL (cont)

Keep attendance records

Collect money

Purchase supplies

## Keep library records

Catalogue library materials,  
including books

Others

(list)

## E. TECHNICAL-HOUSEKEEPING

Prepare audio-visual materials  
(e.g. transparencies)

Keep classroom materials  
in order

## Prepare displays

(Cont. next page)

[illegible]



## Operate audiovisual equipment

## Set up equipment

Prepare science lab materials  
& maintain lab equipment

Others  
(list)

Provide information to teachers about individual students

Interpret the community to the school staff

Interpret the school to the community

## Telephone parents

Others  
(list)

(Cont. next page)

[illegible]





PAID PARAPROFESSIONAL STAFF

Actual Extent

Some

Little

None

Consid-  
erable

Preferred Extent

Consid-  
erable

Some

Little

None

Consid-  
erable

ADULT VOLUNTEERS

Actual Extent

Some

Little

None

Consid-  
erable

Preferred Extent

Consid-  
erable

Some

Little

None

Consid-  
erable

EXTERNAL STUDENT VOLUNTEERS

Actual Extent

Some

Little

None

Consid-  
erable

Preferred Extent

Consid-  
erable

Some

Little

None

Consid-  
erable

F. COMMUNICATION (Cont)

Others (list)

G. PLANNING

Contribute ideas at sessions for planning for classes

Contribute ideas for activities other than classes (field trips)

Others (list)





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 INTERVIEW FORM -- OTHER EDUCATORS

(not principals, but include assistant principals,  
teachers, librarians, counsellors)

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A. DEMOGRAPHIC (Personal)

1. Name \_\_\_\_\_

2. Position in School \_\_\_\_\_

3. Teaching Assignment

Grade Level	Subject Taught	Number of Hours Per Week

4. (a) Number of years teaching in this school \_\_\_\_\_

(b) Number of years teaching in total \_\_\_\_\_

5. (a) What percentage of school week do you spend at this  
school? \_\_\_\_\_(b) If not 100%, where/how do you spend the remainder of the  
school week? \_\_\_\_\_

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B. STAFFING INFORMATION AND OPINIONS

1. What are the main objectives of your school?
  
  
  
  
  
  
  
  
  
  
2. In what ways do you share instructional space with other teachers?
  
  
  
  
  
  
  
  
  
  
3. The following questions relate to the instructional structure of your school.
  - (a) To what extent do you work in teams with other teachers?
  
  
  
  
  
  
  
  - (b) To what extent do you plan jointly for instruction?
  
  
  
  
  
  
  
  - (c) In what ways do staff work jointly on curriculum development?
  
  
  
  
  
  
  
  
  
  
4. What changes do you think should occur in either the use of staff or numbers of different categories of staff in order to improve the level of learning in your school? Explain.



5. What changes, if any, do you feel are desirable in the following tasks that you perform?

(a) Instruction

(b) Curriculum development

(c) Pupil evaluation

(d) Counselling

(e) Extracurricular and cocurricular activities

(f) Community activities

(g) Daily planning



6. Are sufficient numbers of the following personnel available to serve the needs of your students and staff?

	Sufficient	Insufficient	suggested Additional Numbers
Subject consultants			
Guidance staff			
Psychologists			
Reading specialists -- diagnosis			
Reading specialists -- remedial			
Social workers			
Speech therapists			
Nurses			
Business manager/Bookkeeper			
Other -- specify			





7. What duties or responsibilities do you have in this school other than classroom teaching and committee work?

8. Teachers vary in the extent to which they do collaborative work with other staff members. Please check the item below which best describes your pattern of working:

\_\_\_\_\_ Nearly all of my work is done independently.

\_\_\_\_\_ I work in collaboration with others a small part of the time and for limited purposes.

\_\_\_\_\_ I work in collaboration with others a substantial part of the time and for various purposes.

\_\_\_\_\_ Nearly all of my work is in collaboration with other staff members.

9. (a) In which of these three areas would you have a preference for an increase in numbers?

Paid paraprofessionals \_\_\_\_\_ Adult Volunteers \_\_\_\_\_

External Student Volunteers \_\_\_\_\_ No Preference \_\_\_\_\_

(b) Why did you choose this preference?



10. What are your assessments of the following aspects of the use of adult volunteers?

(i) Their relevant knowledge

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(ii) Their relevant skills

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(iii) Their value

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(iv) Their reliability

High \_\_\_\_\_ Medium \_\_\_\_\_ Low \_\_\_\_\_

(v) Their relationships with students

Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_

(vi) Their relationships with teachers

Very Good \_\_\_\_\_ Good \_\_\_\_\_ Fair \_\_\_\_\_

11. How do you feel about the extent of parent involvement in your school?

(a) With respect to parents working as volunteer aides:

Very Satisfied \_\_\_\_\_ Dissatisfied \_\_\_\_\_

Satisfied \_\_\_\_\_ Very Dissatisfied \_\_\_\_\_

(b) With respect to parents serving on committees:

Very Satisfied \_\_\_\_\_ Dissatisfied \_\_\_\_\_

Satisfied \_\_\_\_\_ Very Dissatisfied \_\_\_\_\_



12. How has the presence of paid paraprofessional staff in the classroom changed the tasks that you perform? (May not always be applicable.)

Tasks	Considerably Changed	Somewhat Changed	Little Changed	Unchanged
Instructional				
Extracurricular				
Emotional				
Supervisory				
Clerical				
Technical				
Communication				
Planning				

13. How has the presence of adult volunteers changed the tasks that you perform? (May not always be applicable.)

Tasks	Considerably Changed	Somewhat Changed	Little Changed	Unchanged
Instructional				
Extracurricular				
Emotional				
Supervisory				
Clerical				
Technical				
Communication				
Planning				



14. (a) Should teachers be largely freed from non-professional tasks and thereby be able to concentrate upon functions more directly related to instruction?

Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_

- (b) Would such a change mean that teachers would lose a significant amount of contact with students?

Yes \_\_\_\_\_ No \_\_\_\_\_ Undecided \_\_\_\_\_

15. How many teachers do you feel could continually share the services of a classroom aide? \_\_\_\_\_

16. What value do you see in your external student volunteer program? (May not always be applicable.)

17. What functions should aides (paid paraprofessionals, adult volunteers, and external student volunteers) not perform in the school?





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QUESTIONNAIRE -- OTHER EDUCATORS

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To be completed by assistant principals, teachers, counsellors, and librarians after the interview section has been completed.

1. Name of respondent \_\_\_\_\_
2. Position of respondent \_\_\_\_\_



To what extent are you involved in the following tasks?

	Consid- erable	Some	Little	None
<u>INSTRUCTIONAL</u>				
Teaching a large group of students ( > 50)				
Teaching a regular-size group of students ( ≈ 30)				
Teaching some groups of students ( < 6)				
Teaching individual students				
Preparing curricula				
Preparing lesson plans				
Preparing individual learning packages				
Correcting assignments				
Preparing tests				
Administering tests				
Diagnosing individual learning difficulties				
<u>COUNSELLING</u> (Individual and/or group)				
Counselling students on their personal matters				
Counselling students on vocational matters				
Handling discipline and behavior problems				



	Consid- erable	Some	Little	None
<u>TECHNICAL-HOUSEKEEPING</u>				
Assembling a file of curriculum materials for a course of study				
Locating and assembling instructional material for class use				
Taping or otherwise recording lessons or demonstrations				
Conducting "housekeeping" chores--room cleaning, straightening, bulletin boards)				
<u>SUPERVISORY</u>				
Supervising the work of interns or student teachers				
Supervising the work of other teachers				
Monitoring hallways, playground, or lunch rooms				
<u>PLANNING-ADMINISTRATIVE</u>				
Attending school meetings				
Scheduling and coordinating the assignment of aides to teachers				
Planning with other teachers a mode of treating learning difficulties of particular students				
Conferring with other teachers on the use of classroom space				
Coordinating the instructional program for a team of teachers				
Advising fellow teachers on curriculum matters				
Developing a strategy with other teachers for handling particular discipline cases				
Working out daily or weekly class schedules with other teachers				
Working with others to select instructional materials for a class				
Assigning duties to teacher aides or assistants				
Helping decide on appropriate student groupings with other teachers				



	Considerable	Some	Little	None
<u>IN-SERVICE EDUCATION</u>				
Systematically studying others' teaching behavior				
Demonstrating to other teachers instructional techniques with which you are familiar				
Working with specialists from outside the school				
Developing own particular instructional skills				
<u>CLERICAL</u>				
Making out grade reports				
Keeping records on student progress and grades				
Typing or duplicating materials to use in class				
Doing bookkeeping chores (checking textbooks, attendance, lunch money, etc.)				
<u>COMMUNICATION</u>				
Holding parent-teacher conferences				





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INTERVIEW FORM -- PAID PARAPROFESSIONAL STAFF  
(secretarial, clerical, aides)

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A. DEMOGRAPHIC (Personal)

1. Name of staff member \_\_\_\_\_
2. Position held \_\_\_\_\_
3. (a) Do you have any children at this school? Yes \_\_\_\_ No \_\_\_\_  
(b) If YES, what are their ag-s and sexes?
4. What is your highest level of formal education?
5. Where were you educated?
  - (a) School \_\_\_\_\_
  - (b) Post-Secondary \_\_\_\_\_
6. Have you received any formal teacher education? Yes \_\_\_\_ No \_\_\_\_
7. Have you received any formal instruction which is directly related to your work at this school? Yes \_\_\_\_ No \_\_\_\_  
If YES, of what type?
8. What other occupations have you had?
9. What were your main reasons for undertaking this type of work?



B. WORK IN SCHOOLS

1. For how many years have you been working as a paid staff member? \_\_\_\_\_
2. (a) Have you done this work in any other school? Yes \_\_\_\_ No \_\_\_\_  
(b) If YES, where? \_\_\_\_\_
3. How many hours do you work each week at school? \_\_\_\_\_
4. Who interviewed and hired you? \_\_\_\_\_
5. (a) Do you intend to work again in this school next year?  
Yes \_\_\_\_ No \_\_\_\_  
(b) If NO, why not? \_\_\_\_\_
6. Who directs your work at the school? \_\_\_\_\_
7. How clearly is your work responsibility defined?  
Clearly \_\_\_\_\_ Vaguely \_\_\_\_\_
8. Do you have any suggestions for changes in the use of paid paraprofessional staff in this school so that they could be used more effectively? \_\_\_\_\_
9. (a) To what extent are you involved in the following tasks?  
(b) To what extent would you like to be involved in these tasks?

(Refer to list.)



### B. EMOTIONAL

[illegible]

(cont. next page)









Duplicate materials for  
school office

Distribute, collect and  
file materials

Keep attendance records

Collect money

Purchase supplies

Keep library records

Catalogue library materials,  
including books

Others \_\_\_\_\_  
(list) \_\_\_\_\_

.....

\_\_\_\_\_

Prepare audio-visual materials  
(e.g. Transparencies)

Keep classroom materials  
in order

## Prepare displays

Operate audiovisual equipment

## Set up equipment

Prepare science lab materials  
& maintain lab equipment

(Cont. next page)

[illegible]



		PAID PARAPROFESSIONAL STAFF							
		Actual Extent				Preferred Extent			
		Considerable	Some	Little	None	Considerable	Some	Little	None
<b>E. <u>TECHNICAL-HOUSEKEEPING</u> (Cont)</b>									
Others	_____								
(list)	_____								
	_____								
<b>F. <u>COMMUNICATION</u></b>									
Provide information to teachers									
about individual students									
Interpret the community to the									
school staff									
Interpret the school to the									
community									
Telephone parents									
Others	_____								
(list)	_____								
	_____								
<b>G. <u>PLANNING</u></b>									
Contribute ideas at sessions									
for planning for classes									
Contribute ideas for activities									
other than classes e.g. field trips									
Others	_____								
(list)	_____								
	_____								
	_____								



ADDITIONAL COMMENTS



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INTERVIEW FORM -- ADULT VOLUNTEERS

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A. DEMOGRAPHIC (Personal)

1. Name of adult volunteer? \_\_\_\_\_
2. Name of school? \_\_\_\_\_
3. (a) Do you have any children at this school? Yes \_\_\_\_ No \_\_\_\_  
(b) If YES, what are their ages and sexes?
4. What are the ages and sexes of your other children who are not at this school?
5. What is your husband's occupation? \_\_\_\_\_
6. What is your highest level of formal education?
7. Where were you educated?
  - (a) School \_\_\_\_\_
  - (b) Post-Secondary \_\_\_\_\_
8. Have you received any formal teacher education? Yes \_\_\_\_ No \_\_\_\_
9. Have you received any formal education which is directly relevant to your work at this school? Yes \_\_\_\_ No \_\_\_\_  
If YES, describe.





10. What are your main employment skills?
11. For which organizations have you worked? (Record the major organizations)
12. When did you last work full-time? 19....
13. How was contact made before you became a volunteer?
  - (a) You contacted the school? \_\_\_\_\_
  - (b) The school contacted you? \_\_\_\_\_

B. WORK IN SCHOOLS

1. When did you begin working here as a volunteer? 19....
2. (a) Have you been a volunteer in any other school?  
Yes \_\_\_\_ No \_\_\_\_
  - (b) If YES, which school(s)?
3. What were your main reasons for deciding to work at this school as a volunteer?
4. How many hours do you work each week at school?
5. What are your main duties? (Free response)
6. How clearly is your work responsibility defined?  
Clearly \_\_\_\_ Vaguely \_\_\_\_



7. (a) Could some of your duties be considered as instructional?  
Yes \_\_\_\_ No \_\_\_\_ Undecided \_\_\_\_
- (b) If YES, please elaborate.
8. (a) Do you intend to serve as a volunteer here again next year? Yes \_\_\_\_ No \_\_\_\_
- (b) If NO, why not?
9. Who directs your work at the school?
10. Do you have any suggestions for changes in the use of adult volunteers in this school so that they could be used more effectively?
11. In what ways do you think that your work at this school assists the students' learning? (Will not always be appropriate.)

ADDITIONAL COMMENTS



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INTERVIEW FORM -- EXTERNAL STUDENT VOLUNTEERS

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A. DEMOGRAPHIC (Personal)

1. Name of external student volunteer \_\_\_\_\_
2. Name of home school \_\_\_\_\_
3. Name of school where serving as volunteer \_\_\_\_\_
4. Sex \_\_\_\_\_
5. Age \_\_\_\_\_
6. Grade \_\_\_\_\_

B. WORK IN SCHOOL

1. What sort of work do you do here?
2. Are you serving as a volunteer for course credit? Yes \_\_\_\_ No \_\_\_\_
3. How many hours per week do you spend here? \_\_\_\_\_
4. With how many different classes do you work? \_\_\_\_\_
5. Why did you choose to serve as a volunteer?
6. Do you enjoy being a volunteer here?
7. What problems, if any, do you have with the students?



8. Which teacher(s) directs your work? \_\_\_\_\_

What are your usual duties? (Free response)

ADDITIONAL COMMENTS

















**B30150**